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ABSTRACT

Comprehensive developmental guidance programs systematically address students' personal/social, learning, and career development needs. The evolution and implementation of a comprehensive guidance program in Wisconsin is presented in this booklet. The volume's purpose is not to define the role of individuals, but rather to keep the focus on students' needs. The text opens with background information, featuring an overview of the manual and a brief discussion of developmental guidance within the framework of comprehensive counseling services. The relationship between developmental guidance and school counseling programs is also covered. Chapter 1 outlines the role of developmental guidance in student development--focusing on student programs, adult programs, and family and school connections. Chapter 2 contains an expanded vision for developmental guidance supported by the Wisconsin Developmental Guidance Model. Chapter 3 details the revised model, and chapter 4 includes suggested strategies to evaluate programs in a systematic plan of action, including the participation of all stakeholders. In chapter 5, the career portfolio demonstrates the nine competencies in action. The appendices further clarify the role of the school counselor and include sample classroom activities and activities for parents, as well as a list of resources for districts as they develop their comprehensive developmental guidance programs. (RJM)

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THE WISCONSIN DEVELOPMENTAL GUIDANCE MODEL

A Resource and Planning Guide

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The Wisconsin Developmental Guidance Model: A Resource and Planning Guide for School-Community Teams

Donald A. Schutt, Jr.
Senior Outreach Specialist
University of Wisconsin-Madison

Kenneth V. Brittingham
Former Consultant
Wisconsin Department of Public Instruction

Philip A. Perrone
Professor
University of Wisconsin-Madison

Contributing Authors:

Deborah Bilzing
Consultant for School Counseling Programs
Wisconsin Department of Public Instruction

Michael J. Thompson
Student Services/Prevention and Wellness Team Leader
Wisconsin Department of Public Instruction

Wisconsin Department of Public Instruction
Madison, Wisconsin

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Foreword

We native people understand that all living things are one large extended family and that we therefore should be working together in all the four corners of the world. We say there exists a common interest that should determine the future of the world. The common interest should be, as it is stated by my people, the welfare of the seventh generation to come. Every decision should be made in reference to how that decision will affect the seventh generation in the future.

Oren Lyons (Mohawk)

Educating the young people of today has a significant impact on generations to come. The focus on students is more important now than it has ever been, and the challenges facing students in these times require an extraordinary response from the schools and the community. At the same time, educators are facing challenges of their own. It was estimated that teachers engage in 200,000 interchanges a year, most of which demand immediate and concrete responses (Huberman, 1983, as cited in Fullan and Stiegelbauer, 1991). That fact, combined with the knowledge that educators are often involved in multiple tasks occurring simultaneously, leads to little staff time for educators to reflect about their school program. The Wisconsin Developmental Guidance Model makes an important contribution by focusing on a comprehensive school program and by framing education in a community context.

The time has come to look beyond the content areas of the curriculum as a response to the call for better preparing students for the social-economic challenges they face. Formal curriculum is not by itself sufficient education. Rather, it is a means to a larger and more important end. It serves as a critical foundation upon which students develop their identity, their values, and their dreams. Cronon (1996, p. 9) talks of an education that goes beyond mere grades and difficult courses. He outlines goals for undergraduate education that are important goals for every educational system. Simply stated, education seeks to

- help students integrate what they learn from different courses into a coherent vision;
- help students envision an adult life for themselves in which they will be fully empowered members of a profession, a career, a community; and
- help students acquire the values and skills of leadership and service (Cronon, 1996, p. 9).

The response to the challenge facing education may be in a more integrated approach to delivering education. Educators struggle to keep students interested and motivated and to connect what is learned in school to the world beyond. By more actively involving students in their education, we create a learning environment where everyone feels relevant.

Technology changes information processing so quickly that simply gathering and recalling information is not an adequate education. Students need to understand how learning and developmental processes influence their lives. This translates into teaching beyond the typical content areas. The Wisconsin Developmental Guidance Model synthesizes process into content in an attempt to mirror this process.

This model targets the importance of teaching students life skills and providing experiences that will make them better lifework planners. In most classrooms, these skills are already partially being taught. Through the model, these skills can be addressed in a systematic and comprehensive manner. With increased attention, the delivery of the competencies becomes a structured and planned intervention. The intervention also becomes a community effort, involving school staff members and those outside the walls of schools, modeling teamwork and acknowledging the contributions of everyone.

Now is the time to consider what we can do today to contribute to the lives of children generations from now.

John T. Benson
State Superintendent

Acknowledgments

Project Steering Committee

Philip A. Perrone (Committee Chairman)
Professor
Department of Counseling Psychology
University of Wisconsin-Madison
Madison, Wisconsin

Nissan Bar-Lev
Wisconsin Council of Administrators Special Services
Chilton, Wisconsin

Mary Jane Best-Louther
Tech Prep Consultant
Wisconsin Department of Public Instruction
Madison, Wisconsin

Catherine Chew
School-to-Work Coordinator
Madison Area Technical College
Madison, Wisconsin

Tony Evers
Administrator
Cooperative Educational Service Agency 6
Oshkosh, Wisconsin

John Fox
School Counselor
Niagara School District
Niagara, Wisconsin

Jeanette Gallus
School Counselor
Appleton East High School
Appleton, Wisconsin

Sue Gleason
Director
Wisconsin Occupational Information Coordinating Committee
Madison, Wisconsin

James L. Graff
Director of Special Education
Wisconsin Association of School Boards Representative
Rosholt School District
Rosholt, Wisconsin

Kathy Haller
Past President
Wisconsin Congress of Parents and Teachers
Madison, Wisconsin

Leah Hortman
Student
University of Wisconsin-Madison
Madison, Wisconsin

L. Lynn Krebs
Director of Guidance
Milwaukee Public Schools
Milwaukee, Wisconsin

Roger Lambert
Director
Wisconsin Career Information System
University of Wisconsin-Madison
Madison, Wisconsin

Debbie Mahaffey
Bureau Director of Student and Support Services
Wisconsin Technical College System Board
Madison, Wisconsin

Kathleen Martinson
District Administrator
Rosholt School District
Rosholt, Wisconsin

Sally Meinen
School Counselor
Caddie Woodlawn Elementary School
Durand, Wisconsin

Scott Riedasch
Area Administration Coordinator
Department of Health and Human Services
Bureau of Regional Operations
Madison, Wisconsin

Barbara Schultz
School Counselor
Wisconsin Education Association Council Representative
La Crosse, Wisconsin

Don Schutt
Outreach Specialist
Center on Education and Work
University of Wisconsin-Madison
Madison, Wisconsin

Dennis "Dutch" Van Den Heuvel
Chairman
Department of Counseling and Psychological Services
University of Wisconsin-Stout
Menomonie, Wisconsin

Work Group

Ken Brittingham
Superintendent
McFarland School District
McFarland, Wisconsin

Judy Ettinger
Senior Staff
Center on Education and Work
University of Wisconsin-Madison
Madison, Wisconsin

Pam Nash
Vice Principal
James Madison Memorial High School
Madison, Wisconsin

Philip Perrone
Professor
Department of Counseling Psychology
University of Wisconsin-Madison
Madison, Wisconsin

Don Schutt
Outreach Specialist
Center on Education and Work
University of Wisconsin-Madison
Madison, Wisconsin

Wisconsin Department of Public Instruction

Nancy Holloway
Director, Student Services/Prevention and Wellness

Deborah Bilzing
Consultant for School Counseling Programs

Mike Thompson
Team Leader, Student Services/Prevention and Wellness Team

Preston Smeltzer
Vocational Special Needs Education Consultant

Barbara Bitters
Team Leader, Educational Equity

Darwin Kaufman
Director, Office of Educational Accountability

Scott Jones
Bilingual/English as a Second Language Consultant

Donna Collingwood
Formatter

Gail Endres
Print Manager

Heather Lins
Graphic Artist

Brian Lavendel
Proofreader

Lisa Hildebrand
Editor

Center on Education and Work

Leanne Law
Proofreader

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The Wisconsin Career Information System for providing the sample classroom activities. For more information regarding the activities, contact: Wisconsin Career Information System, 1074 Educational Sciences Unit I, 1025 West Johnson Street, Madison, WI 53706; (608) 263-2725.

Biographies

Don Schutt is a career development specialist at the Center on Education and Work at the University of Wisconsin-Madison. He has a background as a counselor and counselor educator. He has trained counselors across the country in developmental guidance, career development, the changing role of the counselor, and School-to-Work initiatives. Schutt also was the 1996 recipient of the Wisconsin Counseling Association Leadership Award for his work on developmental guidance in Wisconsin.

Kenneth Brittingham is district administrator for the McFarland (Wisconsin) School District. Formerly a consultant for the Wisconsin DPI, Brittingham has served as chairperson for the Wisconsin Career Information Policy Council and has presented papers on School-to-Work, Tech Prep, and related pupil services career programs. He recently won an award for his work from the Association of Computer-based Systems for Career Information.

Philip Perrone has been professor of counseling psychology at the University of Wisconsin-Madison since 1962. His six books, ten monographs, and more than 100 research articles are based primarily on two studies of students' career development and his clinical work with students, their families, and teachers during the eight years he directed the Guidance Institute for Talented Students at the University of Wisconsin. He teaches assessment and evaluation, career counseling across the life-span, counseling the gifted, and consultation. He has received the University of Wisconsin's Amoco Award in recognition for teaching excellence and twice has been recognized by the Wisconsin Counseling Association for his writing and research.

He has represented school counseling interests when serving on the Department of Public Instruction's Title III and Title IV Advisory Councils, the Council on Teacher Certification and Licensing, the Pupil Assessment Committee, and School Counselor Certification Committees. He also served on the guidance sub-committee of the Governor's School-to-Work Transition Committee.

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Introduction

Schools cannot be viewed as standalone and independent entities, nor can educators, employers, or community-based organizations. Each must be viewed as part of a broad web of service providers—each dedicated, organized, and prepared to assist young people, among other clients, as they move toward adult roles and productive employment.

Council of Chief State School Officers, 1995b, p.v.

School Counseling Programs: A Resource and Planning Guide (Wilson, 1986) provided a vision of comprehensive developmental guidance programs for schools in Wisconsin and across the nation. Informally, the guide came to be known as the Wisconsin Developmental Guidance Model. Joining the formal name (*School Counseling Programs*) with the informal title (the Wisconsin Developmental Guidance Model) has blurred the distinction between school counseling programs and developmental guidance programs. The intention of *The Wisconsin Developmental Guidance Model: A Resource and Planning Guide for School-Community Teams* is to elaborate on the relevance of comprehensive, sequential developmental guidance programs in schools.

This publication begins with background information about and definitions of developmental guidance in educational systems and with the competencies outlined in the Wisconsin Developmental Guidance Model. The later chapters focus on the means of initiating and implementing a successful developmental guidance program.

More specifically, this introduction provides an overview of the manual and a brief discussion of developmental guidance within the framework of comprehensive counseling services and the relationship between developmental guidance and school counseling programs. Chapter 1 outlines the role of developmental guidance in developing healthy, resilient, and successful learners. Chapter 2 has an expanded vision for developmental guidance supported by the Wisconsin Developmental Guidance Model. Chapter 3 details the revised model, highlighting changes and showcasing the nine competencies. Chapter 4 includes suggested strategies to evaluate programs in a systematic plan of action, including the full participation of all stakeholders. In Chapter 5, the career portfolio demonstrates the nine competencies in action. The appendixes further clarify the role of the school counselor and include a list of resources for districts as they develop their comprehensive developmental guidance programs.

Counselors, teachers, administrators, school staff members, parents, members of business and industry, and community members all have a stake in the development of Wisconsin's young people. The aim in this publication is not to define the role of such individuals, but rather to keep the focus on students' needs. Students should be at the center of planning comprehensive developmental guidance programs. **The fundamental goal of developmental guidance is to increase the options that students perceive for themselves**, rather than have their options limited by insufficient knowledge of social, economic, and personal factors. To that end, the Wisconsin Developmental Guidance Model is aimed at developing healthy, aimful, resilient, and successful learners.

Developmental Guidance and Comprehensive Services

Developmental guidance programs connect students with programs and services available in schools. In a climate of declining school resources, streamlining the delivery of these services and programs to avoid duplication and overlap is critical. As *Wisconsin's Framework for Comprehensive School Health Programs* (Wisconsin Department of Public Instruction, 1995, p. x) points out: Collaboration and teams are important to a comprehensive continuum of services, because meeting the needs of children requires the combined capacity of all segments of society. The framework addresses the entire range of youth risk behaviors by suggesting that school districts develop a multi-strategy approach to promote the health, well-being, and positive development of students and other members of the school community.

In addition, the framework suggests that to develop an integrated approach school districts must consider six components: a healthy school environment; curriculum, instruction and assessment; pupil services; student programs; adult programs; and family and community connections.

The Wisconsin Developmental Guidance Model has been recognized as an example of a multi-strategy school-based model (Wisconsin Department of Public Instruction, 1995). While developmental guidance programs are coordinated through pupil services, the WDGM brings together several of the components in the framework. Developmental guidance exemplifies an integrated approach involving school staff, parents, and the community. Lifework planning is at the center of developmental guidance which encompasses educational, psychosocial, and career development, and addresses issues related to psychological support and family economics. Lifework planning is a process that leads to a product that assists students and parents in connecting students' career interests, aptitudes, achievements and postsecondary education aspirations that will ultimately lead them to an occupation/career. Lifework planning encourages students to head in a direction that will help them formulate postsecondary plans that have a high probability of success.

In the past, school counselors have been primarily responsibile for developmental guidance. However, the content and delivery discussed in this publication involve the entire school's curriculum, instruction, and assessment system. Moreover, developmental guidance is strengthened when connected to the family and the community.

Developmental Guidance and School Counseling Programs

The Wisconsin Developmental Guidance Model shifts the focus from a model of school counseling programs delivered by school counselors to a model of developmental guidance that draws upon all the resources in the school and the community. The original model in *School Counseling Programs* outlined three levels of delivery, ranging from Level I (with the counselor as the primary program delivery resource) to Level III, which involved the counselor, school staff members, community members, parents, and business and industry representatives. This shift in focus to Level III is meant to acknowledge the nature of school counseling programs while demonstrating the importance of everyone participating in a concerted effort to facilitate the development of students.

Developmental guidance and school counseling programs are not synonymous. School counseling programs are part of the overall educational program (Borders and Drury, 1992; Gysbers and Henderson, 1994; Lapan and Gysbers, 1995). **Developmental guidance programs originate in school counseling programs and are a planned series of events and activities conducted on a systematic basis to assist students to achieve specific competencies.**

School counselors and the school counseling program are major factors in the successful implementation of a developmental guidance program. In addition to developmental guidance, counselors provide individual planning, group and individual counseling, crisis counseling, consultations with staff and parents, community outreach, and management functions (Gysbers, Hughey, Starr, and Lapan, 1992).

Because developmental guidance originated in school counseling programs, they share a philosophical underpinning. Each is developmentally based, structured to serve all students, and comprised of a comprehensive structure integrated into a web of services. The distinguishing characteristic of developmental guidance is that its delivery involves the collaboration of people within and outside school whereas school counseling programs are delivered directly by school counselors (Figure 1).

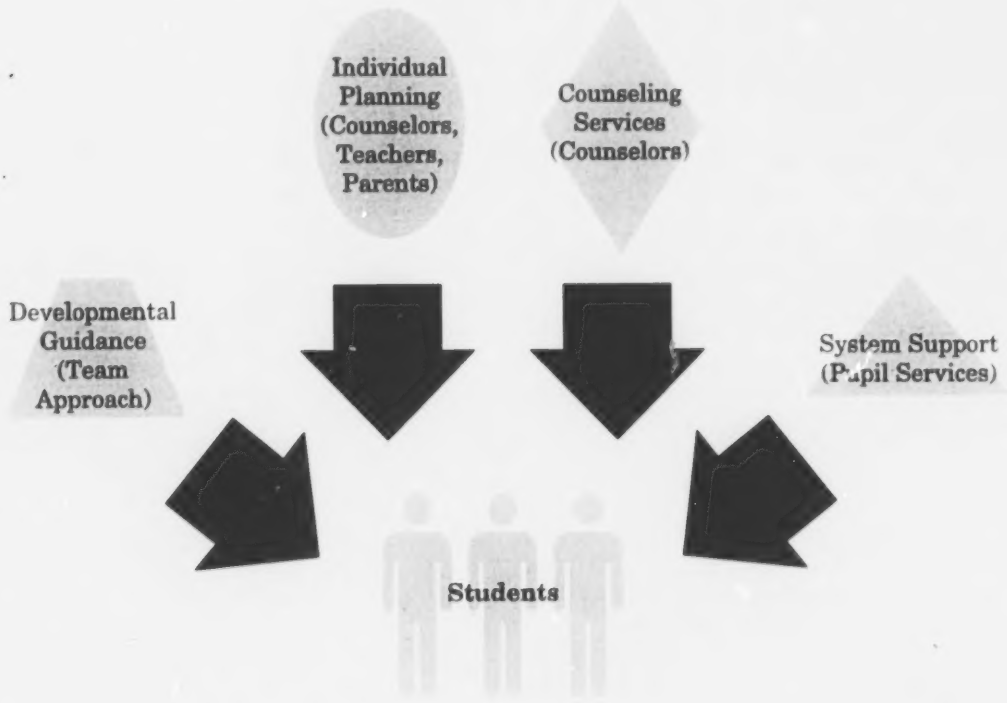
School counseling programs are broader than developmental guidance programs in terms of services offered. The breadth and depth of counseling services are dictated by student needs, available counselor time, and program resources. Counseling programs are often designed to react to situations that other school staff members are not prepared for or are unable to respond to. School counseling programs are discussed in greater detail in Appendix A.

An additional factor that impacts school counseling services is the ratio of counselors to students. The American School Counselor Association (1993) recommends an ideal counselor/student ratio of 1/100 and a maximum ratio of 1/300 students. The more students assigned to a counselor, the less time a counselor has to work with individual students and to coordinate the developmental guidance program.

One approach to serving all students is through a comprehensive developmental guidance program conducted by qualified school staff members, and advised by parents, business and industry members, and students. Developmental guidance is the responsibility of all school staff members, family members, and the community.

Figure 1

School Counseling Program Component



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1 Overview: The Role of Developmental Guidance in Developing Healthy, Resilient, and Successful Learners

A comprehensive developmental guidance program systematically addresses students' personal/social, learning, and career development needs (Wilson, 1986). It can affect a student's attitudes toward learning and career goals and one's feelings toward self, family, and community. The Wisconsin Developmental Guidance Model stresses the prevention of problems and the development of a lifework plan. Wisconsin schools are encouraged to integrate a comprehensive approach to develop, support, and nurture healthy, resilient, and successful learners who have the skills necessary to carry out their lifework plan.

The Wisconsin Department of Public Instruction has developed Wisconsin's Framework for Comprehensive School Health Programs (Figure 2) to assist school districts in defining their role in promoting the health, well-being and positive development of all students, as well as preventing multiple youth risk behaviors. The framework can help districts integrate their efforts to ensure that no single discipline is held responsible, but that comprehensive and effective strategies exist throughout students' educational experiences to provide maximum opportunities to become healthy, resilient, and successful learners.

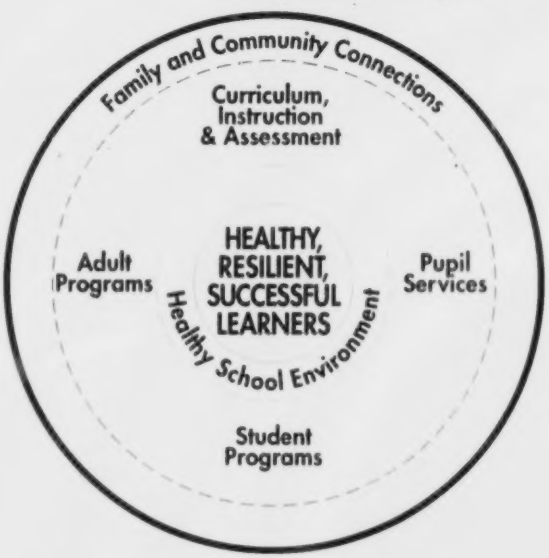
Student-centered approaches to disciplines, programs, and strategies are central to ensuring the needs of all children are met. In the framework, learners are nurtured in an environment that addresses the whole person. It is a collection of empirically supported strategies organized into the following components:

- curriculum, instruction, and assessment;
- pupil services;
- student programs;
- adult programs;
- healthy school environment; and
- family and community connections.

The framework promotes a team approach to develop a continuum of services using multiple strategies to build connections and collaboration among academic programs, pupil services, youth programs, and the larger learning environment much like the Wisconsin Developmental Guidance Model (WDGM). These connections build

Figure 2

Wisconsin's Framework for Comprehensive School Health Programs



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ownership across disciplines and eliminate gaps in services and programs for youths. School counselors are uniquely qualified to facilitate the connection and integration among programs, services, and disciplines. The framework can assist in providing the means for program improvement with the school counselor providing the human skills necessary in developing comprehensive, integrated, and student-centered approaches to the health and well-being of children.

The following discussion focuses on the framework's various components.

Curriculum, Instruction, and Assessment

The curriculum, instruction, and assessment component involves planning, implementing, and evaluating a sequential and developmentally appropriate curriculum (prekindergarten through 12th grade) that deals with all important academic, personal/social, and career development issues. Curriculum and instruction efforts focusing on the well-being of children transcends several subjects and disciplines. The Wisconsin Developmental Guidance Model is an integral part of what schools provide to all children through classroom experiences and out-of-class activities. The model can become a curricular frame through which connections are made with other disciplines within the school setting. The nine core competencies all are essential to developing healthy, resilient, and successful students.

In addition to providing a curricular lens, the model provides a vehicle through which school staff members can deliver instruction in an integrated and multidiscipinary approach. This approach is broadened by the fact that developmental guidance is proactive, serves all students, and is delivered as a curricular program through the collaborative efforts of counselors, teachers, other school staff members, community members, parents, and members of business and industry. The nine competencies of the Wisconsin Developmental Guidance Model are consistent with many of the competencies developed within other instructional subjects. The Wisconsin Developmental Guidance Model creates a foundation for integration among the various disciplines. This integration of disciplines ensures that the educational experiences schools provide students are connected and meaningful relative to the students' lives.

Pupil Services

Guidance/counseling is one of the four disciplines including school psychology, school social work, and school nursing that make up a pupil services team within a school. The pupil services disciplines are essential to the success of children in Wisconsin schools. Professionals trained in these disciplines provide a bridge between learning and mental, physical, emotional, and social factors that determine educational achievement and life success. Pupil services staff members are trained to support the healthy development of all children as well as those experiencing health and educational challenges. While each of the four disciplines has distinct roles and brings unique skills into the school setting, it is essential that they work together to provide a system of support available to all students. Pupil services teams and delivery is explored in depth in *Pupil Services: A Resource and Planning Guide* (Mulhern, 1995).

The Wisconsin Developmental Guidance Model is only one component of a comprehensive school counseling program. School counselors provide comprehensive programs and services that help students develop their personal, social, and work lives. Chapter 2 provides a concise description of developmental guidance.

Student Programs

Student programs serve as a natural extension of a comprehensive school guidance program. Programs such as student assistance programs, cross-age tutoring programs, peer programs, and conflict-resolution programs provide opportunities for students to take proactive approaches to life issues they are facing. Student programs help address students' physical, emotional, social, cognitive, and career development needs that are foundations for lifelong health, learning, and success. They help students connect to the school and the greater community.The programs allow students to experience the value of working to achieve goals beyond personal, self-centered needs.

Adult Programs

Adult programs provide information, skill development, and support to adults directly involved in assisting students to become healthy, resilient, and successful learners. Adult programs involve

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three primary elements: professional development for staff and interested community members, parent education and support programs, and employee assistance and staff wellness programs. Professional development is necessary for program improvement, reform, and restructuring of education.

Implementing the Wisconsin Developmental Guidance Model in a school necessitates professional development for all school staff members. It is essential that school staff members have the knowledge and skills necessary to become involved in program activities and strategies. It is important that everyone, including parents and guardians, have a clear understanding of the nine competencies and how developmental guidance fits within a total school program.

Healthy School Environment

A healthy school environment reflects a school's culture and climate that supports the physical, mental, emotional, and social well-being and safety of all students and staff members. It is not a program, but rather an atmosphere that is developed through all the experiences that students have in schools. The overall environment and attitude affects how, and to a degree why, individuals behave as they do. The environment, which is shaped by the components in the school health framework, has a significant effect on the school guidance program. The nine developmental guidance competencies are best implemented if the learning experience for all students is in a supportive and encouraging environment. This atmosphere transcends classrooms. Comprehensive developmental guidance programs can have a tremendous impact on the creation of a healthy school environment.

Family and Community Connections

Schools have an important role in partnership with families and the greater community to help students learn how to be healthy and avoid risk-taking behaviors. This component of the framework is not about programs or services, but about relationships. These relationships provide the essential community context and support system for the schools' efforts in promoting the health and well-being of children.

Level III of the original developmental guidance model, as outlined in *School Counseling Programs: A Resource and Planning Guide* (Wilson, 1986), articulates the importance of building these relationships. This level focuses responsibility of delivery of developmental guidance on the counselor, school staff members, community members, parents, and members of business and industry. All of these people have a vital impact on program effectiveness. Families and communities must be active partners in all aspects of programming and services schools provide to children.

A Vision for Developmental Guidance 2

Schools must be seen as an important part of a community's social fabric. Learning and support must begin early in a child's life. A favorite proverb of educators is "It takes a whole village to raise a child." ... Learning must be expanded beyond the walls of the school, and the responsibilities for children must be shared by all of us—parents, educators, and those in business and in the community.

Paul D. Houston, Executive Director of the American Association of School Administrators, 1995, p. 55.

The Wisconsin Developmental Guidance Model is designed to provide experiences that enrich students' horizons. To develop the whole student, school staff members should consider the skills students need to improve themselves and the environments where students use these skills. Students need to integrate information with self-knowledge and develop skills to help them plan, make decisions, and adjust to the complex world in which they live.

Three contexts encircle students: the educational environment, the community, and the work place. As students achieve developmental competencies, their perceptions of themselves and their opportunities should become more inclusive. Students who successfully acquire skills and information early in their lives will have more resources to help them continue to develop and, consequently, they are more likely to acquire favorable attitudes about themselves and their life options.

A student's environment is as important to the success of the student as are her or his intellectual, physical, and personal attributes. School staff members' challenge, then, is to provide an educational approach where all the significant people in students lives are involved in the learning process and in the development of students. Developmental guidance provides a means to accomplish this.

What is Developmental Guidance?

Developmental guidance vigorously stimulates and actively facilitates, by planned intervention, the total development of individuals in all areas of life...

Position paper of the American School Counselor Association, 1993.

It is important first to understand what is meant by developmental. **A developmental approach is based on the principle that individuals are involved in an ongoing growth process, originating at a point where they are dependent on others and progressing to a point where they are contributing members of a community and are able to guide the growth of others.** It is important to recognize that an individual's learning style and rate of growth is unique to her or his own experiences and talents. Developmentally based programs help students recognize and consider individual unique-

ness while also providing learning activities that are considered appropriate in terms of age, grade, and learning needs.

Developmental education is built on the foundation that new learning expands previous levels of knowledge and skill. As learners acquire new knowledge and integrate new experiences, they become more sophisticated in their application of previous skills and expand their repertoire of capabilities. This process continues throughout life.

The Wisconsin Administrative Code (1994) describes developmental guidance as the process of leading, directing, and advising students through a program of services (and more succinctly, experiences) which provides information, support, instruction, and encouragement to assist in developing personal, social, educational, and career/vocational/employability skills. The goal of a comprehensive developmental guidance program is to provide activities and experiences designed to stimulate the normal development of all students. A central theme in developmental guidance is lifework planning. The Wisconsin Developmental Guidance Model is further organized around three domains: education, personal and social health, and career development.

What is a Comprehensive Developmental Guidance Program?

A comprehensive developmental guidance program is a planned sequence of experiences and activities that is infused into students' learning throughout their education. Delivery to the student may come in many forms. Two examples are curriculum and group activities. Gysbers and Henderson (1994, p. 82) recommend that the guidance curriculum [classroom activities] is not limited to being taught in one or two subjects but should include as many subjects as possible in the school curriculum. Examples of group activities include career days and educational fairs. When these experiences and activities are integrated into classrooms and group experiences, every student benefits.

Trained professional staff members deliver developmental guidance through a variety of approaches that range from a lecture-discussion to hands-on activities. Comprehensive developmental guidance programs are systematically planned by school counselors in collaboration with other pupil services staff, teachers, administrators, parents, and community health and human services professionals.

Theories of human development serve as the foundation for developmental guidance programs. Developmental concepts are translated into specific competencies, which in turn are blended into goals, content areas, and interventions. Effective comprehensive developmental guidance programs often strengthen school counseling programs by focusing on the developmental needs of all students. While students in crisis require prompt attention, responding to immediate crises is not the philosophy behind developmental guidance programs.

Developmental guidance programs strive to provide all students with experiences designed to help them grow and develop. Furthermore, **developmental guidance programs stress the prevention of problems by providing students with age-appropriate information, skills, and goals that should eventually lower the rate of crises students experience.**

Comprehensive developmental guidance programs have three characteristics. Programs must be proactive and serve all students; structured to provide students with experiences and information that prepares them to deal with decisions, conflicts, and crises, and ultimately leads to a lifework plan; and delivered through a team approach.

Comprehensive developmental guidance programs also have characteristics similar to other programs in education (Gysbers and Henderson, 1994). All educational programs are organized to develop student competencies. A unique feature of the developmental guidance program is that it helps students systematically identify specific competencies in which to improve. This educational planning feature requires that learners become aware of their unique interests and aptitudes and the lifework options available. In addition to student competencies, activities and processes should assist students in achieving these competencies. In developmental guidance, the necessary activities and processes are integrated into curriculum and delivered through group activities. Guidance programs are led by professionally recognized personnel such as counselors, teachers, and

other school staff members who have adequate knowledge, materials, and resources to deliver a quality program. Finally, developmental guidance programs are similar to other educational programs in that they include a plan for ongoing program evaluation and student assessment.

The Goals of a Comprehensive Developmental Guidance Program

A primary goal of comprehensive developmental guidance programs is to increase the lifework options that students see for themselves. In addition, developmental guidance programs prepare students to be:

- self-directed, lifelong learners who understand themselves, their interests, and their abilities, and continue to acquire the skills they need to make informed decisions leading to meaningful lives; and are able to use their skills to obtain, analyze, and apply information to meet their needs and obligations.
- critical thinkers who identify their goals, and develop effective plans to achieve these goals, and can convey their beliefs, ideas, and plans through oral, written, graphic, and technological media.
- effective communicators and adaptive users of advanced technologies.

These qualities contribute to a positive self-image for the individual by guiding the student through the process of identifying skills and continuously applying the skills to life experiences. Success in managing personal information can result in a sense of accomplishment and success, thereby enhancing self-image.

The desired results for the community are responsible, involved citizens who understand what it means to be productive and thus are high-quality contributors to the economic and cultural lives of their communities, who strive to ensure that their community is healthy and safe. Such individuals are responsive to the needs of all community members.

Summary

While the Wisconsin Developmental Guidance Model is designed to enrich the whole student, successful programs can have many positive effects within the school or district and outside the school. One impact is that students will be motivated while in school and better prepared upon graduation. Another result of successfully implementing a developmental guidance program is the creation of a community where individuals have the capacity to interpret and apply relevant experiences and information in ways that are both personally enhancing and socially responsible.

The Wisconsin Developmental Guidance Model

3

Young people want guidance as they begin to make choices that determine who they will be and what they will contribute to society. Parents, educators, civic leaders, clergy, business people, and friends can all play a role in helping young people learn to make the choices that are right for them.

Respecteen, Lutheran Brotherhood.

Developmental guidance programs have at their core developmental concepts translated into a set of competencies. From these competencies, activities and curriculum are developed and then delivered, resulting in increased student knowledge and skills. Nine competencies form the heart of the Wisconsin Developmental Guidance Model. These competencies are intended to serve as a framework for a shared understanding and language within the school and between the school and the community. With these competencies in place, developmental guidance teams can commit to developing a system of guidance that prepares all students to maximize their capabilities and exercise their options.

In developing the system, educators are encouraged to consider how instructional components connect outside the educational system. The developmental guidance competencies should weave together otherwise fragmented areas within education and serve as a bridge connecting students to the learning opportunities in the community. Providing students with an education that integrates knowledge with experience better prepares them for a world that expects a more complex combination of information and capabilities from its citizens.

This chapter describes components of the delivery process, introduces the new structure in which the competencies are placed, and presents the competencies along with sample performance indicators. The specific changes from the model in *School Counseling Programs: A Resource and Planning Guide* and this model are detailed in Appendix B.

The Guidance Leadership Team

The guidance leadership team initiates planning and guides the direction of the program through every stage. Strong leadership is important to gaining the confidence and acceptance of the program within and outside the school. The guidance leadership team consists of counselors and other members of the pupil services team (including special needs coordinator), teachers, school administrators, curriculum coordinators, students, and school board members.

Guidance teams need to be concerned with three tasks: assessing system needs by evaluating existing programs, generating support for developmental guidance, and determining strategies to effectively deliver developmental guidance. A high level of collaboration between team members and service providers is essential to providing a seamless system of delivery.

The role of each team member depends on local circumstances, but counselors should be involved in the management of the program. Chapter 4 describes the specific tasks of the guidance leadership team.

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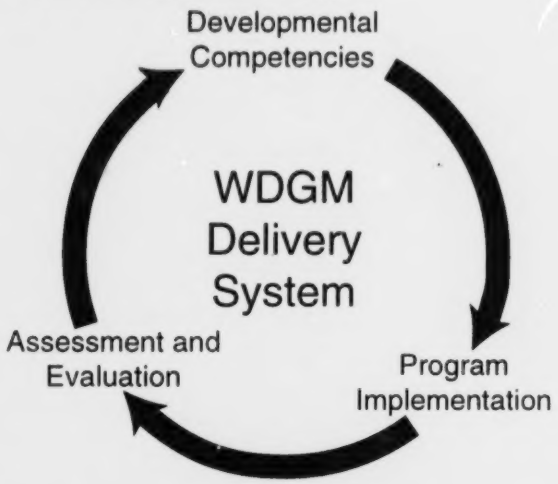
Figure 3

Developmental Guidance Delivery



The Model Delivery System

The system of delivering guidance (Figure 3) illustrates the relationship between assessment/evaluation, developmental competencies, and program implementation.

Assessment and evaluation are both the beginning and endpoint of developmental guidance. The assessment and evaluation of the developmental guidance program, including the system of delivery is discussed. Assessment and evaluation on the individual level is demonstrated by the career portfolio described in Chapter 5.

Developmental concepts, represented in the Wisconsin Developmental Guidance Model as competencies, are the framework upon which developmental guidance experiences are structured to teach students.

Program implementation includes the methods by which students are introduced to the developmental objectives and are encouraged to enhance their repertoire in a way that is personally meaningful.

The Competencies

Competencies are the core of the Wisconsin Developmental Guidance Model. In a developmentally based program, these competencies identify areas in which individuals work to increase their proficiency. The assumption is that students will have a sound foundation from which they continue to mature.

A number of resources helped to determine these competencies. Each resource was carefully examined, and broad areas representing human growth and development themes were identified. The list included:

Classroom Activities in Sex Equity for Developmental Guidance (Bitters and Keyes, 1993)

Consensus Framework for Workplace Readiness Assessment: Draft Revision (Council of Chief State School Officers, 1995a)

Collaborative Transition Programming for Students with Disabilities (Gavin, Kellogg, Guggerty, Lombard, Hazelkorn, Warden, Pawlisch, Erpenbach, and Poole, 1993)

Developing and Managing Your School Guidance Program (Gysbers and Henderson, 1994)

America 2000: An Education Strategy (United States Department of Education, 1990)

Guidelines for Comprehensive School Health Programs (American School Health Association Panel, 1992)

Guiding and Counseling Youth... Building for the Future (Pennsylvania Department of Education, 1994)

K-12 Teaching and Learning: A Working Document (Ellwood, Jasna, and Fuller, 1991)

Learning a Living: A Blueprint for High Performance: A SCANS Report for America 2000 (The Secretary's Commission on Achieving Necessary Skills, 1992)

The National Career Development Guidelines (National Occupational Information Coordinating Committee, 1989)

National Health Education Standards (Joint Committee on National Health Standards, 1995)

School Counseling for the 21st Century (Baker, 1992)

School Counseling Programs: A Resource and Planning Guide (Wilson, 1986)

Teaching the Skills of Conflict Resolution (Cowan, Palomares, and Schilling, 1992)

Using Quality to Redesign School Systems: The Cutting Edge of Common Sense (Siegel, 1994)

What Work Requires of Schools (SCANS, 1991)

Wisconsin Learner Goals, Outcomes and Assessments: Educating Students for Success in the 21st Century (Wisconsin Department of Public Instruction, 1994).

In addition, the competencies were aligned with position papers, ethical standards and codes, and mission statements from the American Association of School Administrators (1981), the Amer-

Figure 4

The Nine Competencies

- Connect family, school, and work.
- Solve problems.
- Understand diversity, inclusiveness, and fairness.
- Work in groups.
- Manage conflict.
- Integrate growth and development.
- Direct change.
- Make decisions.
- Set and achieve goals.

ican School Counselor Association (1992), the National Alliance of Business (1995), and the National Education Association (1975). In the end, nine developmental competency areas were created (Figure 4).

The Structure of the Competencies

The Wisconsin Developmental Guidance Model builds the content of developmental guidance programs around nine competencies. Each competency represents a broad developmental concept. Each concept inspires a separate but related objective. As individuals develop, they become more knowledgeable and sophisticated in their use of these competencies throughout their lives. While this model is described in the context of a K-12 developmental guidance program, these competencies represent lifelong development and learning goals.

For each of the competencies, the definition and rationale statements clarify the meaning and suggest applications of the competency to everyday life (Figure 5).

Sample indicators follow the rationale section. These indicators describe a specific developmental ability, area of knowledge, or set of skills. This list of sample indicators is not comprehensive. Therefore, **schools will need to generate indicators that are representative of their community and that hold meaning for their students.** The indicators are distributed into three domains within which the student lives: educational, personal/social health (which includes the development of psychosocial skills), and career. The domains are not mutually exclusive as the combination of the three are integral to students' lifework. The domains are part of an implementation framework designed to facilitate comprehensive implementation and integration.

The Competencies with Sample Indicators: An Implementation Framework

The sample indicators are provided for school districts to use as examples for developing an implementation plan with indicators that are locally meaningful. Indicators describe a level of understanding or a level of mastery that students demonstrate by their actions and activities. These indicators should be regularly reviewed by the developmental guidance team as an ongoing part of the assessment and evaluation process.

The model, complete with competencies and indicators, follows (Figure 6). Appendix C also provides sample classroom activities that school counselors and staff members may use to provide skill development in the competency areas. Appendix D includes sample activities for use by parents.

Figure 5

Competency **Competency Structure**

Definition

Rationale for Competency

Educational	Personal/Social Health	Career Development
Sample Indicators	Sample Indicators	Sample Indicators
Elementary School Indicators	*Elementary School Indicators*	*Elementary School Indicators*
Middle/Junior High School Indicators	*Middle/Junior High School Indicators*	*Middle/Junior High School Indicators*
High School Indicators	*High School Indicators*	*High School Indicators*

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■ Figure 6

The Competencies and Indicators

Competency: Connect Family, School, and Work

Definition

Students recognize and describe how family, school, work, and community systems are interdependent, and how each system influences attitudes, aspirations, opportunities, and behavior.

Rationale

Students need to recognize how their relationships with family, school, work, and community contribute to their successful transition from dependence to self-sufficiency as they understand, interpret, and participate in a global society. Successful participation demands that students understand the delicate balance between independence and interdependence

Sample Indicators

	Educational	*Personal /Social Health*	*Career Development*
Elementary School	Students describe how people cooperate with one another to reach common goals in their classroom, at home, and in the community.	Students demonstrate healthy ways to express needs, wants, and feelings, and can communicate care, consideration, and respect for self and others.	Students describe various opportunities, options, and roles that interest them in their communities, family, and the world of work.
Middle/Junior High School	Students identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for their participation in the educational system.	Students demonstrate communication skills, including refusal and negotiation skills, that are necessary to build and maintain healthy relationships and enhance personal health.	Students identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for participation in the employment system.
High School	Students utilize their understanding of educational role influences to develop educational and training plans.	Students demonstrate skills for communicating effectively with family, peers, and others, and can analyze how interpersonal communication affects relationships.	Students apply their work-based skills and knowledge as citizens, workers, and consumers in implementing their career plans.

The Competencies and Indicators

Competency: Solve Problems

Definition

Students can use a problem-solving model to define a problem, evaluate information, obtain assistance, incorporate creativity to generate alternatives, make justifiable choices, monitor progress, and evaluate results.

Rationale

Students are effective problem solvers when they select and apply tools and technology to develop a wide variety of strategies and can identify multiple solutions. Students need to be competent in applying the skills of information analysis, organization, comparison, synthesis, and evaluation to issues. This provides a foundation for individuals to move toward becoming healthy, responsible, and productive citizens.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students describe how to acquire information for solving problems by listening, speaking, and writing.	Students demonstrate the ability to locate health resources from home, school, and community.	Students use adult role models and other resources to learn more about different occupations and as resources in problem solving.
Middle/Junior High School	Students evaluate and choose relevant resources to help solve problems related to educational planning.	Students use relevant resources to generate alternatives and can assess consequences before making decisions.	Students demonstrate how to acquire and use relevant resources to increase their choices in education, training, and school-to-work planning.
High School	Students use relevant resources to design an educational and training plan to achieve their goals.	Students evaluate alternatives and assess consequences of achieving personal and social goals.	Students use relevant resources to plan and make decisions about future educational needs.

■ Figure 6 (continued)

The Competencies and Indicators

Competency: Understand Diversity, Inclusiveness, and Fairness

Definition

Students recognize the positive effects of an inclusive and fair community and can demonstrate their understanding of diversity, inclusiveness, and fairness through their participation in a diverse society.

Further, **diversity** exists in various forms, including but not limited to race/ethnicity, culture, talent, ability and disability, sex/gender, sexual orientation, age, religion, language, socio-economic status, and learning styles. **Inclusiveness** involves providing social and economic access to everyone, understanding and appreciating all individuals and groups, learning about the contributions of diverse cultures and times, and developing skills that foster cross-gender and cross-cultural communication. **Fairness** requires actively challenging prejudice, stereotyping, bias, hatred, and discrimination to ensure a social climate free of favoritism or bias—impartial and equitable to all parties.

Rationale

To be productive citizens in the United States, students need to recognize individual differences, acknowledge common bonds, and demonstrate skills related to diversity, inclusiveness, and fairness.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students identify their own family and cultural background and experiences.	Students develop a sense of being interconnected with others and a sense of co-responsibility for the success of all.	Students understand a wide variety of jobs.
Middle/Junior High School	Students identify the relevance of differences and similarities among individuals and groups (for example, ethnicity/race, gender, ability, culture, and socio-economic factors).	Students describe the dynamics of prejudice and identify strategies for confronting and eliminating bias and discrimination.	Students research non-traditional jobs, identify occupational barriers based on personal characteristics, and describe effective methods for removing and/or overcoming obstacles.
High School	Students describe the concept of respect for all people and behave accordingly within their school and community.	Students resist and challenge bias, hatred, negative stereotypes, and discrimination directed at individuals and groups.	Students develop a plan that maximizes their individual career options.

The Competencies and Indicators

Competency: Work In Groups

Definition

Students use interpersonal skills to work cooperatively in diverse settings to accomplish common goals.

Rationale

Students and others must learn to cooperate in school, within the family, and at work to effectively complete tasks. Students must also learn to respect the contributions of other group members and accept that there are different approaches to successfully achieving goals.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students work and play cooperatively within their learning environment.	Students demonstrate the ability to influence and support others in making positive health choices.	Students describe how people work together and depend on each other.
Middle/Junior High School	Students demonstrate their ability to organize and enact the tasks necessary to successfully participate in cooperative learning.	Students describe how their individual behaviors contribute to or detract from cooperative learning, work, and play activities.	Students analyze the skills needed to work cooperatively and can recognize the importance of using these skills in the workplace.
High School	Students demonstrate their ability to work cooperatively to achieve common goals in diverse learning situations.	Students demonstrate behavior that enables them to develop and maintain effective relationships.	Students contribute to a work-based team to accomplish common goals.

■ Figure 6 (continued)

The Competencies and Indicators

Competency: Manage Conflict

Definition
Students effectively use nonviolent conflict-management skills.

Rationale
Students should be able to anticipate conflict and successfully manage conflict when it occurs. Students need to identify the feelings associated with conflict and use coping, negotiating, and compromising skills in conflict management.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students describe acceptable ways of dealing with their anger and the anger of others.	Students express their feelings with "I" messages in a timely, assertive, and nonthreatening manner.	Students describe the difference between cooperative and competitive behaviors.
Middle/Junior High School	Students identify problems in conflict situations that occur in school and can generate suggestions for managing the conflicts through nonviolent means.	Students describe and demonstrate skills used in anger management and can display empathy in their relationships with others.	Students identify the relationship between stress and conflict in work environments and can demonstrate stress-reduction techniques to prevent conflict.
High School	Students demonstrate problem-solving skills in conflict situations to achieve creative win-win results and can identify alternate dispute resolution methods.	Students identify the differences between assertive, aggressive, and passive behaviors and can apply this knowledge to be more effective in preventing and managing conflict.	Students identify the different styles of authority in work settings, and can demonstrate methods of responding to different authoritative styles.

The Competencies and Indicators

Competency: Integrate Growth and Development

Definition

Students describe how their physical, social, emotional, intellectual, and occupational development relates to the accomplishment of their educational, personal, and career objectives.

Rationale

Students need to understand how their personal strengths and capabilities relate to their achievements. In addition, students need to understand personal, physical, mental, emotional, and social growth in order to develop a positive self-concept that is accepting of change in both self and others.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students describe the various methods they use to learn in school and be able to identify their learning capabilities.	Students describe personal indicators of good mental, emotional, social, and physical health.	Students describe their behaviors, characteristics, and accomplishments and how these influence satisfying career choices.
Middle/Junior High School	Students identify personal learning styles and study skills and utilize these skills in school.	Students identify health behaviors that reduce health problems.	Students identify their strengths and how those strengths relate to anticipated performance in different careers.
High School	Students consider their preferred learning styles in planning for the transition from high school.	Students analyze how family, peers, and community influence their health.	Students explain the importance of understanding how attitudes and other personal attributes affect their decisions.

■ Figure 6 (continued)

The Competencies and Indicators

Competency: Direct Change

Definition

Students identify factors involved in change and can utilize this information to develop skills to manage change affecting family, school, community, and the workplace.

Rationale

Students recognize that change is continuous and inevitable. Students need to prepare for, initiate, and participate in changes in their family, school environment, community, and workplace.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students give examples of "future" and "change" and show how these terms apply to themselves.	Students anticipate what their lives will be like in the future.	Students describe changes occurring in the workforce.
Middle/Junior High School	Students identify choices they have made and describe how these decisions will affect them in the future.	Students describe potential changes in themselves, their families, and their commun-ity and can describe ways they might cope with these changes.	Students predict how they may have to change to succeed in the workplace of the future.
High School	Students demonstrate their knowledge of change and their ability to learn new concepts and skills necessary to adapt to anticipated future changes.	Students demonstrate the ability to anticipate change and learn adaptive skills.	Students develop skills that enable them to adapt to a changing workplace.

The Competencies and Indicators

Competency: Make Decisions

Definition

Students make informed decisions by considering personal priorities, assessing resources, examining options, and anticipating consequences.

Rationale

Students should have the ability to gather evidence and information relevant to a contemplated action, weigh the pros and cons of potential results, and then choose their course of action. Decision-making skills are important to students as they develop educational and career-related paths, and personal-social decisions.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students describe how they make choices.	Students apply a decision-making process to health issues and problems.	Students describe how their attitudes, skills, and values influence their decisions.
Middle/Junior High School	Students plan for the transition from school to work.	Students describe how personal health goals are influenced by changing information, priorities, and responsibilities.	Students describe the decision-making process and the benefits of making specific career plans.
High School	Students utilize a decision-making process to develop educational goals.	Students predict the immediate and long-term impact of health decisions on the individual, family, and community; and formulate an effective plan for lifelong health.	Students utilize a decision-making process to develop career goals.

Figure 6 (continued)

The Competencies and Indicators

Competency: Set and Achieve Goals

Definition

Students, in conjunction with others, such as their family, school personnel, and members of the community, can set personally meaningful life goals and develop plans to achieve these goals.

Rationale

Students need to work persistently toward short- and long-term goals that incorporate their abilities, talents, and future interests. Further, successful achievement of meaningful life goals requires a strong support network consisting of family, school personnel, and significant members of the community.

Sample Indicators

	Educational	*Personal / Social Health*	*Career Development*
Elementary School	Students recognize the connection between effort and goal achievement.	Students describe how to use positive self-talk and planning to complete difficult tasks.	Students develop a plan for becoming more aware of the workplace.
Middle/Junior High School	Students describe the importance of education and training to accomplish their goals.	Students describe how their unique skills, interests, and capabilities are important in planning.	Students develop a plan for pursuing career and educational goals.
High School	Students evaluate their success in achieving past goals and integrate this knowledge in future planning.	Students develop personally meaningful goals based on their identified skills, interests, and priorities.	Students implement career plans.

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Integrating Comprehensive Developmental Guidance Into Schools

4

To meet the challenges, we must transform our schools systematically. We cannot afford incremental progress in an environment that requires an exponentially higher level of learning. Helping our schools achieve a new level of success will require outstanding leaders who make connections between diverse people and resources. It will also require strong collaboration between the education and business communities.

Paul D. Houston, Executive Director of the American Association of School Administrators, 1995, p. 55.

The process of integrating developmental guidance into educational systems is complex. It involves communication and collaboration between school staff members and with the community. Often, this process involves developing new partnerships. These initiatives also encourage stakeholders to consider their programs and services differently. Consequently, boundaries between programs are reconceptualized, encouraging more creative approaches to delivering education.

Schools and communities should consider taking a closer look at current program structures and methods of delivery. To accept this challenge, educators must understand that change is a dynamic process that constantly influences educational systems. The process, then, for integrating developmental guidance into schools includes a grasp of how change is currently integrated into the system. This knowledge is then used to guide the change that is necessary for implementing a comprehensive developmental guidance program.

Creating change in educational structures requires communication, commitment, and planning. It is important to introduce change and innovation in a way that takes into account the subjective reality of the system, and more importantly, the people who comprise the system. Newmann and Wehlage (1995, p. 3), in their study of effective school restructuring initiatives, stated that planning, implementation, and evaluation must focus on how current practice and innovation enhance the intellectual quality of student learning. Change involves both individual perceptions as well as program structure.

Communication is an important element in the change process. Through effective and open communication, everyone in the system can understand the need for change. Wilson (1986, p. 32) states: The change process must be a highly visible, open activity, and input from all the sources that will be affected by the change must be encouraged. Publicity and open, ongoing communication must be constant throughout the planning process to ensure that people will be informed about change and able to prepare accordingly. Effective communication leads to increased commitment from the stakeholders. Throughout the change process, teachers, counselors, school administration, and community members need to communicate clearly and frequently.

A high level of commitment from the school administration, school staff members, the school board, parents, and community members is necessary for change. One way to garner support is to get people involved in the early stages of the process. Another way is to channel staff and student efforts toward a clear, commonly shared

purpose for student learning (Newmann and Wehlage, 1995). Schools that are restructuring their environments create opportunities for educators to collaborate; the educators in the schools take collective—not just individual— responsibility for student learning (Newmann and Wehlage, 1995, p.3). Commitment may be in the form of resources, allocated release time, active participation, or simply the commitment to contemplate new ideas.

Planning is the most vital ingredient in the process of integrating developmental guidance. The process must be logical and practical to garner interest from the stakeholders. The planning process may seem time consuming, but the results are seen in the program that is created. Gysbers and Henderson (1994) conceptualized the process from planning to evaluation to take from one year to five years.

This chapter provides an inclusive overview of all the basic elements of a successful developmental guidance program. A Developmental Guidance Program Status Report is included to help school personnel in the process of evaluating their program needs and strengths.

An Action Plan for Implementing the Wisconsin Developmental Guidance Model

This planning process draws extensively from Ettinger (1995), Wilson (1986), and Gysbers and Henderson (1994). This action plan is useful for developing programs at the district and the building level. For this publication, the plan is designed for districtwide implementation. Implementation at the district level encourages continuity from grade level to grade level and from school to school. **The four stages in developing an action plan are: understanding, planning, program development, and program implementation.**

Stage One: Shared Understanding

Creating shared understanding in the school and the community leads to a smoother transition when integrating developmental guidance throughout the educational system and into homes. Specifically, school staff members, community leaders, and business and industry leaders must understand the importance of change in the school. The introduction and previous three chapters detail the importance of integrating developmental guidance into curriculum and the content that needs to be discussed. The understanding comes from open discussion where stakeholders consider the contents presented here in light of local school and community needs.

People also must know exactly what changes will occur and how change will occur. The increasing awareness can result in the following: communication among stakeholders to meet local concerns and needs, increased participation from school and community members, and increased awareness allows people to prepare for change that may temper resistance. Creating understanding means increasing awareness, developing support networks, and developing a shared language.

Stage Two: Preparation Through Planning

Planning involves careful consideration of the program content and instructional competencies. Long-term tasks and short-term tasks must be separate. Each step of the process is critical to the success of the program and to meeting the needs of all students.

The planning stage also includes consideration of staffing needs for successful delivery, including the committees and activities that support developmental guidance. All of those involved must take time to develop committed leadership and an effective structure from which implementation can occur naturally. Committees or individuals can complete the tasks in the planning stage. The following step-by-step process is recommended.

Step One: Identify the Guidance Leadership Team Coordinator

The guidance leadership team coordinator needs time to oversee the understanding stage, manage the planning and development of the program, and provide leadership during the implementation stages of the plan (Ettinger, 1995, p. 131). This person should be committed to developing a comprehensive developmental guidance program. The coordinator is responsible for the development of the vision and communicating with parents, students, school staff members, and community members about the program. Most importantly, this person must be in a position to create change.

Specific tasks of the coordinator include:

- acquiring administrative, teacher, parent, and business and community support;
- establishing communication procedures and decision-making committees;
- seeking out and recommending members for committees;
- planning and facilitating guidance leadership team meetings;
- collaborating with committee members to determine tasks and responsible parties; and
- implementing the developmental guidance program.

Step Two: Create the District Guidance Leadership Team

This team initiates the planning. The leadership team focuses on three primary tasks: assessment and evaluation, determining strategies for delivery, and generating support for the program. Team members should include administrators, curriculum coordinator, counselors, other pupil services team members (including special needs coordinator), teachers, students, and school board members. In many ways, this team serves as an internal steering committee representing a cross-section of people from within the school who will initiate the planning process.

Team members need the expertise, authority, and commitment necessary to implement the plan. This team will:

- identify the stakeholders;
- write a mission statement that includes a program definition, a rationale, and assumptions behind the program;
- generate a broad set of goals;
- prioritize services important to students;
- define the role of programs and services relative to student needs;
- define roles of program participants from counselors to teachers to parents;
- establish priorities for the competencies;
- develop lines of communication;
- identify strategies to minimize obstacles and maximize strengths;
- ensure that necessary staff training regarding the developmental guidance plan is delivered;
- determine what needs to be done by completing a needs assessment; and
- establish an advisory committee.

Subcommittees, including members of the leadership team and others (depending on the expertise needed by the team), could complete the work of the guidance leadership team. Other suggested committees are: needs assessment subcommittee, program design subcommittee, and the evaluation subcommittee.

Comparable committees may exist in the district. If so, it is important to review the work of that group, and if necessary, re-direct it to include the delivery of developmental guidance activities.

Step Three: Create a Formal Advisory Committee

The advisory committee is an external committee of parents, employers, school board members, community organizations, politicians, technical college staff members, state-level personnel, private and public organizations, teacher educators, and counselor educators. Advisory committee members review the guidance leadership team's recommendations, enlist support for the developmental guidance program, and link the developmental guidance effort to various constituencies.

To select advisory committee members, ask: "Who are the people who have a stake in developing the young people in the community?" Members should represent different groups because program effectiveness often increases with a broader range of views.

Step Four: Establish Program Content

Once issues and needs are identified, the guidance leadership team addresses the assumptions, principles, competencies, and indicators that are the foundation of the program. The Wisconsin Developmental Guidance Model provides a set of competencies that local communities can adapt, build on, or modify to fit their needs. Again, the sample indicators described earlier are just that—samples. The leadership team should select competencies and indicators that are measurable and reflect the needs of students.

Team members then specify the level or rate of performance. Indicators describe knowledge, skills, and abilities that students need to develop in a competency area.

The following example involves the "Direct Change" competency. The definition reads: *Students identify factors involved in change and can utilize this information to develop skills to manage change affecting family, school, community, and the workplace.* The sample indicator at the elementary level states: *Students describe changes occurring in the workforce.* The standard for this

might read: *Students will list two changes that will occur in the workforce by the time they reach high school.* Again, districts should develop indicators that fit local needs.

After the team members create indicators, they must develop the sequence of instruction, activities, and experiences. The sequence should outline the point in the educational process where the students will receive instruction and support that will enable them to become more sophisticated in their use of the competencies. This sequence should also reflect student readiness and should be compatible with other school programs. An example from the Sun Prairie School District later in this chapter demonstrates this approach (Figure 9).

Step Five: Complete a Needs Assessment

Assessment is sometimes a time- and energy-intensive activity that schools avoid or do haphazardly. The leadership team may create a subcommittee that focuses solely on needs assessment. The purpose of a needs assessment is to gain valuable insights into the program components that are already in place and those that need improvement. In preparation for a needs assessment, team members need to ask the following questions:

- What are the needs of students, and are those needs being served under the current system?
- What information is necessary for program planning?
- What information needs to be supplied to staff and policy-makers to ensure program support?
- How can the information collected be used to select and implement program activities?

Many types of needs assessments exist. One example is an assessment focused on evaluating the existing system. The Developmental Guidance Program Status Report (Figure 7) is an example of such an assessment. The status report is modified from Lambert and Ettinger's Action Plan-Career Development Program (1995).

To complete the form, review the status: goals and outcomes, which are the developmental guidance program components considered through this needs assessment. In the first two columns, indicate whether the item exists in the current program. The desired status reflects the changes that the group would like to be in place, in progress, or planning within the next two years. The following sections, beginning with *"How will you achieve these goals within 2 years?"* is where the development stage begins.

This assessment could be part of a training session to assess the needs and perceptions of different stakeholders and a way to develop a vision of where the program needs to go. A training session could include these steps.

- Distribute the Developmental Guidance Program Status Report to participants in advance, requesting that it be completed and brought to the training session
- In the training session, begin by introducing the developmental guidance concepts presented in the earlier sections of this publication.
- Introduce the status report, encouraging participants to see this as a time to gather information. In order for this session to be effective, it is important that everyone is heard, and that all feedback—constructive or positive—is brought out in order to thoroughly assess the existing program.
- Break the participants into cross-functional teams (for example: teachers, parents, students, counselors, administrators, and school board members).
- Have the teams discuss their individual assessments of the status of the developmental guidance program. Provide equipment for groups to create visual representations of the feedback.
- Have the groups report back to the larger group.

Depending on the time allotted and the composition of the group, the discussion following this activity could go in a number of directions. The guidance leadership team should decide in advance what information or feedback it wants beyond stakeholder perceptions and needs. One suggestion is to have the group brainstorm a picture of the ideal developmental guidance delivery system. This may serve as a measure of the group's level of understanding and may begin to create a shared language.

Step Six: Evaluation

Effective developmental guidance programs integrate evaluation, review, and revision into the ongoing activities. In the early part of the planning process, it is important to determine the evaluation and refinement process to ensure quality. An evaluation subcommittee is an asset to a comprehensive developmental guidance program delivery system. The subcommittee would develop and implement the program evaluation plan.

Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. Two types of evaluation determine discrepancies between in-

tended and actual results: process evaluation and product evaluation (Ettinger, 1995). Process evaluation reviews the program's procedures, structure, and schedule. It answers the following questions:

- Was the program fully implemented within the specified time period?
- What problems were encountered in implementing the program?
- Was the structure of the program fully implemented?
- What changes need to occur based on the implementation?

Product evaluation assesses the extent to which the program was effective in helping students work on developing skills in the competency areas, as specified by the standards. It identifies discrepancies between desired and actual individual performance. One example of an informal product evaluation tool that directly involves students is the career portfolio (which is discussed in detail in Chapter 5). When portfolios are used regularly and include the processing of student experiences and activities, they serve as a meaningful method to encourage and empower students to develop and catalog their skills. Another example is gathering feedback from employers in the community. The competencies and indicators discussed in Chapter 3. These indicators provide a foundation from which standards could be created. These standards, in essence, could serve as one measure of whether students were developing the intended skills.

A broader approach might include assessing community and other stakeholder impressions of students. As an example of such an approach, Paris (1994) recommended asking employers the following questions:

- What is your general impression of the preparation of our school district's graduates for employment?
- What are the strengths of our graduates as employees?
- What are areas in which our graduates could generally be better prepared for the workforce?
- What changes do you feel are needed?
- What might you as an employer be willing to do to assist the schools in making some of these changes?
- What kinds of changes are you expecting in your business?
- How might the school district assist you in responding to these changes?

This interaction between local employers and schools exemplifies the type of activities that can benefit developmental guidance programs by providing feedback regarding student performance while also connecting schools with the community.

Ongoing evaluation is critical to keep pace with the ever-changing expectations of students in society. The evaluation subcommittee should address both issues, process and product evaluation, in developing an evaluation plan.

Stage Three: Program Development

The design and development of a comprehensive developmental guidance program is a complex task. Tasks involved in this stage include:

- program design and implementation, including curriculum, resources, and scheduling;
- prioritizing activities for each competency;
- identifying points in the existing curriculum where skill development occurs;
- integrating activities into curriculum where there are gaps beginning in pre-kindergarten through grade twelve;
- designing promotional materials that provide students, parents, school staff members, and the community with concise information; and
- establishing collaborative relationships within and outside of the school.

One activity that exemplifies the implementation of these tasks is the matrix activity.

Getting Started: The Matrix Activity

One simple way to begin conversations throughout a school is to consider the connections between the courses taught in each department and the developmental guidance competencies.

The introduction for this activity is a discussion of the competencies. Following that discussion, school departmental teams should consider how each is currently providing instruction, activities, or experiences that might relate to each of the competencies.

After they have discussed connections in their departmental teams, a large matrix can represent the entire school (Figure 8). Chalkboard space is helpful for this activity. On the left side of the matrix are the course or department names. The nine competencies are identified across the top of the matrix. If course names are used, the departments should indicate in the cells which competencies are currently accomplished. If department names are used, the departments should indicate in the cells which courses address each competency.

Figure 7

Developmental Guidance Program Status Report

Developmental Guidance Program Status Report						
In Existing Program?		Status Goals and Outcomes	Desired status within 2 years (Check one)			How will you achieve these goals within 2 years? What needs to be done and what new knowledge, information, or skills do counselors, teachers, and others need to do it?
Yes	No		In Place	In Progress	Planning	
		1. All students (K-12) are provided with comprehensive developmental guidance activities.				
		2. The guidance program provides continuity between elementary grades, middle level, high school, and postsecondary education.				
		3. Developmental guidance, including career development, is viewed as a program with regular contact for all students.				
		4. Student competencies and indicators have been identified for the developmental guidance program.				
		5. The developmental guidance program has a formal advisory committee.				
		6. There is a description of the developmental guidance master program.				
		7. Adequate financial resources are available for developmental guidance staff and programs.				
		8. A developmental guidance leadership team coordinator is identified and provided with time and resources.				
		9. A developmental guidance leadership team plans, implements, and evaluates the developmental guidance program.				

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Figure 7 (continued)

Developmental Guidance Program Status Report

Developmental Guidance Program Status Report			
How Will You Achieve These Goals in 2 Years?			
How can this be accomplished? When?	Who can help? (Names)	Cost?	Evaluation Checkpoints? How will you know if it works?

Figure 7 (continued)

Developmental Guidance Program Status Report

Developmental Guidance Program Status Report						
In Existing Program?		Status Goals and Outcomes	Desired status within 2 years (Check one)			How will you achieve these goals within 2 years?
Yes	No		In Place	In Progress	Planning	What needs to be done and what new knowledge, information, or skills do counselors, teachers, and others need to do it?
		10. The developmental guidance program promotional materials are distributed to students, parents, and the community, including business, industry, and labor leaders.				
		11. The developmental guidance leadership team organizes training activities related to developmental guidance for educators, families, and the community.				
		12. Teachers, counselors, administrators, and other school staff members participate in the delivery of developmental guidance.				
		13. Counselors team-teach or coordinate with teachers to deliver developmental guidance in the classroom.				
		14. Teachers have curriculum materials for integrating developmental guidance competencies into their classrooms (for example, portfolios).				
		15. Developmental guidance concepts are discussed in conferences with parents and students.				
		16. Family members are involved in developmental guidance for their children.				
		17. Community members provide developmental guidance activities for students.				
		18. There is a developmental guidance needs assessment.				
		19. Regular reviews and evaluations of the developmental guidance program are conducted.				

Figure 7 (continued)

Developmental Guidance Program Status Report

Developmental Guidance Program Status Report			
How Will You Achieve These Goals in 2 Years?			
How can this be accomplished? When?	Who can help? (Names)	Cost?	Evaluation Checkpoints? How will you know if it works?

Figure 8

Matrix Activity

Class name or Department	Relationships	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Change	Make Decisions	Goals
Teamwork in the 90's	X								
Health class						X			
Math 132		X							

This activity is useful to review the comprehensive scope of the developmental guidance program already existing in a school. In addition, it generates discussion that strengthens the existing program by demonstrating current areas of successful delivery that develops student skill areas while also identifying gaps. Supplemental resources, such as those from the *Career TEAM* (WCIS, 1997) computer program (Appendix C), could be used to fill the gaps in the curriculum or to generate new curriculum pieces. The activities in Appendix C represent numerous grade levels and curriculum areas in various domains. Approaching the development of a comprehensive program by building on strengths furthers the creation of a collaborative system within the school.

The Sun Prairie School District utilized a similar approach to develop a written description of their developmental guidance program (Hobson, 1996). Using draft versions of the WDGM competencies to develop a comprehensive K-12 developmental guidance delivery system, Sun Prairie began with three goals: (1) to create comprehensive K-12 competency grids for selected Wisconsin Developmental Guidance competencies, (2) to update and document the developmental guidance curriculum to address the Wisconsin Developmental Guidance competencies, and (3) to document the comprehensive, developmental guidance program through written articulation.

Sun Prairie's process included gaining the support of the school board, meeting with academic department leaders to identify and document lessons and activities in which the competencies were already integrated, organizing the information into a matrix that was then reviewed in light of school board goals, and then presenting the information back to the board. (For a detailed description, see Appendix E.) Using the new competency format, Sun Prairie staff members identified additional areas where they were helping students to develop skills. They also developed a written articulation of their developmental guidance program. The product of their work (Figure 9), which exemplifies effective integration and articulation of a K-12 developmental guidance program, depicts the WDGM competency "Managing Conflict—Career Development" infused throughout a K-12 curriculum. Note that as the student progresses, the developmental guidance curriculum becomes infused into subject areas and delivered in the classroom by teachers.

The development stage begins where the needs assessment process ends. Responses to the Developmental Guidance Program Status Report suggest areas where development can start.

Stage Four: Program Implementation

Implementation includes coordinating districtwide the program components for all students. To effectively implement the developmental guidance delivery plan, Ettinger (1995) suggests that it is important to monitor these areas:

- the use of committees and subcommittees to publicize the new program to parents, teachers, students, and the community through printed materials, videos, computer programs, and/or public hearings;
- staff development and training;
- program activities;
- program implementation checkpoints and evaluation components established during the planning process;
- program budget;
- student achievement of goals and increased skills in competency areas; and
- revision of program content and resource allocation to address deficiencies or problems.

The Developmental Guidance Program Status Report is one method for evaluating the implementation from a system perspective. The career portfolio is a way to assess the direct impact developmental guidance has on students in the context of career development. Chapter 5 includes a discussion of the career portfolio relative to the Wisconsin Developmental Guidance Model.

Figure 9

Managing Conflict—Career Devlopment

Elementary (K-6)

Competency: Manage Conflict—Domain: Career Development

Expectation: Students can describe the difference between cooperative and competitive behaviors.
Definition: Students can effectively use nonviolent conflict management skills.
Rationale: Students should be able to anticipate conflict and successfully manage conflict when it occurs. Students need to identify the feelings associated with conflict and use coping, negotiating, and compromising skills in conflict management.

Career Development K	Career Development 1	Career Development 2	Career Development 3	Career Development 4	Career Development 5	Career Development 6
Guidance • Understanding feelings (C P I) • Manners and Cooperation (C P I) • Understanding feelings (C P I)	**Guidance** • Getting along in school (P I C) • Getting along with friends (P I C) • Getting along in groups (P I C)	**Guidance** • Understanding families (S R C)	**Guidance** • Conflict resolution/relaxation (P R C) **Social Studies** • Discussion of countries and boundaries (S R T) **Physical Ed** • Cooperative games (T S R)	**Guidance** • Cooperation/ comfortable crowds (P R C) **Project four square** activities (S R T) **Physical Ed** • Cooperative games (T S R)	**Guidance** • Dealing with anger, coping with stress, resolving conflicts (S R C) • Friends: How they help, how they hurt (S R C) **Physical Ed** • Cooperative games (T S R)	**Guidance** • Thinking, changing, rearranging: building self-esteem (S M C) **Health** • Stress management for healthy lifestyles (S R T) **Physical Ed** • Cooperative games (T S R) **DARE Program** • Blame game (D S R)

Key

C = Counselor
T = Teacher
D = DARE officer
P = Primary (Competency supports lesson)
S = Secondary (Lesson supports competency)
I = Introduced
R = Reinforced
M = Mastery

Adapted from Sun Prairie (Wisconsin) Area School District

Methods Used to Evaluate the Competency

Tests and quizzes	Written assignments	Performance demonstrations
Staff observations	Student feedback	Surveys

Middle School

Competency: Manage Conflict—Domain: Career Development

Expectation: Students can identify the relationship between stress and conflict in work environments and can demonstrate stress-reduction techniques to prevent conflict.

Definition: Students can effectively use nonviolent conflict-management skills.

Rationale: Students should be able to anticipate conflict and successfully manage conflict when it occurs. Students need to identify the feelings associated with conflict and use coping, negotiating, and compromising skills in conflict management.

Career Development 7

Family and Consumer Education

Skills for Success

Units:

- Managing Emotions in Positive Ways (T P R/M)
- Friendships (T P R/M)

Science

Activity:

- Editorial Reactions (T S R)

Social Studies

Government

Units:

- City government (T S R)
- State government (T S R)
- Courtroom scenarios (T S R)
- Martin Luther King Day and civil rights (T S R)
- Cuban missile crisis (T S R)
- Political convention (T S R)

Activity:

- Current events (T S R)

English

Unit:

- Minorities (T S R)

Health

Unit:

- Career development and high stress careers (T S R)

Integrated

Activity:

- Leadership workshop (T S R)

Methods Used to Evaluate the Competency

Tests and quizzes, Written assignments, Surveys, Student feedback, Staff observation, Parent feedback, Performance demonstrations

Career Development 8

Social Studies

Western Cultures

Units:

- Talking with your students about alcohol (T S/P R/M)
- World of diversity/race relations (T S M)
- Second step: violence reduction (T P M)
- Political cartoons (T S M)
- Current events scrapbook (T S M)

Activity:

- Current events (T S M)

English

Units:

- The Great Depression (T S M)
- World War II and Anne Frank (T S M)
- Minorities: *Taste of Salt* (T S M)
- ISMs: racism, sexism, etc. (T S M)
- Native Americans: *Crayons* (T S M)
- Alcohol and other drug abuse (AODA) play reading (T S M)

Activity:

- Current events and the media (T S M)
- Identifying positive and negative forces in problem solving (T S M)

Key

C = Counselor
T = Teacher
D = DARE officer
P = Primary (Competency supports lesson)
S = Secondary (Lesson supports competency)
I = Introduced
R = Reinforced
M = Mastery

Methods Used to Evaluate the Competency

Tests and quizzes, Written assignments, Staff observation, Student survey, Performance demonstrations, Parent feedback, Student feedback

High School

Competency: Manage Conflict—Domain: Career Development

Expectation: Students can identify the different styles of authority in work settings and can demonstrate methods of responding to different styles.
Definition: Students can effectively use nonviolent conflict-management skills.
Rationale: Students should be able to anticipate conflict and successfully manage conflict when it occurs.Students need to identify the feelings associated with conflict and use coping, negotiating, and compromising skills inconflict management.

Career Development 9	Career Development 10
Business Education • General Business–Styles of business organizations and management (T S I) **English** • Exploring English–Concept of literature as practice-ground for the real world—*Romeo and Juliet*—themes of conflict resolution (T P R) **Family and Consumer Education** • Teen Relationships–Unit on communication; Unit on relationships (T S M) **Physical Education** • PE 9–Team sports unit (T P R)	**Business Education** • General Business–Styles of business organizations and management (T S I) **English** • Communications–Unit on group interaction, components of conflict management (T P R) • Literature and Composition II–Unit dealing with race conflicts, (The Summer of My German Soldier) (T S R) • World Literature–Course focus is on diversity and its implications among and within various world societies (T S M) **Family and Consumer Education** • Teen Relationships–Unit on communication (T S M) **Social Studies** • U.S. History–Conflicts of independence/dominance; violence in our history (T S R) • World History–Conflicts of countries and peoples (T S R)
Key C = Counselor T = Teacher D = DARE officer P = Primary (Competency supports lesson) S = Secondary (Lesson supports competency) I = Introduced R = Reinforced M = Mastery	
Methods Used to Evaluate the Competency Tests and quizzes Written assignments Staff observations Student feedback Surveys Performance demonstrations	**Methods Used to Evaluate the Competency** Tests and quizzes Written assignments Staff observations Student feedback Surveys Performance demonstrations

Career Development 11	Career Development 12
Business Education • Business Career Training–Learning to deal with work-place authority styles and patterns (T P M) • Business Law–Units on legal responsibilities; sexual and physical harassment; sex discrimination (T P M) **English** • American Dream/Heritage–*To Kill A Mockingbird*; *Huck Finn* Themes: • Responses to violence and conflict; also writings of Thoreau and Emerson (T S M) • Public Speaking–Speeches by Susan B. Anthony, Ghandi, and Patrick Henry, dealing with themes of alternate conflict-resolution methods, and nonviolence (T S R) • Applied Composition–Unit on Native Americans (T S R) • World Literature–course focus is on diversity and its implications among and within various world societies (T S M) • Journalism/Adv. Journalism–News writing; the process of getting sources and stories; violence in society (T S M) • Mass Media in Society–Major themes of violence in the media and society, using the work of George Gerbner (T P M) **Family and Consumer Education** • Teen Relationships–Unit on communication; relationships (T S M) **Physical Education** • PE 11 and 12–Team Sports Unit **Social Studies** • Current Affairs–Major focus on current and developing conflicts in the world and American society, and society's response to these conflicts. (T P M) • International Relations–Units on international conflicts and methods of solution/control (T S R)	**Business Education** • Business Occupations Work Experience–Major focus on dealing with conflicts and management styles in the work-place (T P M) • Sales and Marketing–Major focus on dealing with conflicts and management styles in the work-place (T P M) • Business Career Training–Learning to deal with work-place authority styles and patterns (T P M) • Business Law–Units on legal responsibilities; sexual and physical harassment; sex discrimination (T P M) **English** • Public Speaking–Speeches by Susan B. Anthony, Ghandi, and Patrick Henry, dealing with themes of alternate conflict resolution methods, and nonviolence (T S R) • Applied Composition–Unit on Native Americans (T S R) • World Literature–Course focus is on diversity and its implications among and within various world societies (T S M) • Journalism/Adv. Journalism–Newswriting; the process of getting sources and stories; violence in society (T S M) • Mass Media in Society–Major themes of violence in the media and society, using the work of George Gerbner (T P M) **Family and Consumer Education** • Home Economics Related Occupations–Major focus on dealing with conflicts and management styles in the work-place (T P M) • Personal and Family Living–Units on family violence; interpersonal relationships (T P M) • Child Development–Units on communication and managing parent-child conflict (T P M) **Physical Education** • PE 11 and 12–Team Sports Unit **Social Studies** • Current Affairs–Major focus on current and developing conflicts in the world and American society, and society's response to these conflicts (T P M) • International Relations–Units on international conflicts and methods of solution/control (T S R)
Key C = Counselor T = Teacher D = DARE officer P = Primary (Competency supports lesson) S = Secondary (Lesson supports competency) I = Introduced R = Reinforced M = Mastery	
Methods Used to Evaluate the Competency Tests and quizzes Written assignments Staff observations Student feedback Surveys Performance demonstrations	**Methods Used to Evaluate the Competency** Tests and quizzes Written assignments Staff observations Student feedback Surveys Performance demonstrations

Applying The Developmental Guidance Model 5

Districts are encouraged to develop tools for delivering guidance. One example is a career portfolio. This chapter illustrates how a student career portfolio can be used to record students' progress as they attain increased proficiency in competency areas.

Successful implementation of a career portfolio system has numerous positive results. One result is that students who increase their level of competence in the career development areas have a recorded career plan that is based upon an understanding of:

- their personal and social development;
- how different experiences contribute to the fulfillment of interests, talents, values, and needs;
- which type of work activity best accommodates their interests, talents, values, and needs;
- various pathways they can pursue to achieving their career goals;
- how to utilize their career portfolio in lifework planning and decision making; and
- how to utilize other people and information systems in lifework planning and decision making.

In order to institute career portfolios, it is important to understand the relationship of career development and career portfolios. This chapter details the career development process and describes an implementation process.

Career and Motivation Theory

Hershenson's (1974, 1981) model of work adjustment and Maslow's (1971) hierarchy of needs provide a theoretical base for organizing and evaluating a student's portfolio. Hershenson describes the work personality as an evolving concept of self-as-worker. Preschool years have the greatest impact on the work personality and the family is the primary influence on the child's attitude toward self-as-worker.

Work competency becomes the focus of children upon entering school. Hershenson identifies three elements within work competency: (1) work habits, (2) physical and mental skills applicable to jobs, and (3) interpersonal skills required in the work setting. These three elements comprise the common characteristics of all work. Students who understand these elements are ready to begin systematically differentiating between fundamentally different kinds of work.

Developing personally appropriate, socially relevant, increasingly specific work goals emerges next and involves differentiating between fundamentally different types of work along with recognizing why some types of work suit a student better than other types of work. This stage needs to occur just prior to and during the transition from school to work. Hershenson sees the above three elements continually developing throughout a person's life. An important implication for the design and use of a career portfolio is to ensure that the portfolio expands, not limits, career options, and that students review their past as well as their present portfolio inputs (i.e.,: review/ reflect on what students know about self and work opportunities) when planning and making decisions.

Maslow provides a perspective regarding the human needs people strive to fulfill in their lives. These needs can be translated into career-related questions that a career portfolio can help answer (Figure 10).

Figure 10

Physiological, Social-Personal, and Actualizing Needs and Questions

Physiological Needs	*Social-Personal Needs*	*Actualizing Need*
Satisfying or meeting the basic physiological needs is largely achieved through financial planning, and knowing and adhering to sound health and safety practices.	Satisfying social-personal needs is dependent on learning effective interpersonal skills and acquiring skills required to be a productive member of society.	Achieving a sense of one's uniqueness.
Critical Questions	*Critical Questions*	*Critical Question*
Will my decision (plan) ensure that my basic food and shelter will be satisfied? Will it help ensure my physical health and safety?	Will this decision (plan) bring me socially and psychologically closer to people I care about or distance me from them? Will this decision (plan) make me feel better about myself (raise my self-esteem) and increase the regard others have for me (social esteem)?	Will my decision (plan) allow me to continue learning, to better integrate the different social roles through which I function, be creative, and positively influence others?

In broad terms, a student's portfolio will include examples of global and personal attributes. Global attributes include:

- an evolving written statement regarding the student's career goals and her/his lifework plan;
- an explanation of how the lifework plan is interwoven with the educational plan;
- relevant work samples (consistent with one's career goals;
- analysis of personal attributes and explanation of how these attributes influence the lifework plan;
- an explanation of how parent, teacher, and even potential employer evaluations of student attributes have influenced and will continue to influence decision making and planning.

Personal attributes include examples of the student's:

- motivation
- responsibility
- leadership
- oral and written communication skills
- mathematical reasoning
- technological literacy
- problem-solving capabilities
- research capabilities
- time management skills
- types of work activity preferred

Primary Influences on Career Development

Family

A child forms his or her perception of self-as-worker prior to entering school through identifying with the work attitudes modeled by family members (Hershenson, 1974, 1981). Thus, parental involvement is essential in implementing a comprehensive and successful career development curriculum. Parental involvement in school contributes to children achieving better (Astone and

McLanahan, 1991; Fehrman, Keith, and Reimers, 1987; Stevenson and Baker, 1987). Children also mature faster when parents provide emotional support while monitoring their child's activities (Astone and McLanahan, 1991; Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, 1987; Lamborn, Mounts, Steinberg, and Dornbusch, 1991).

Specific family responsibilities in fostering career development include making education a family priority, being actively involved in their child's education and guidance, and encouraging children to actively participate in school and community activities.

School Staff Members

Active family and community involvement is essential for students to attain the developmental guidance competencies in the career development area. Schools promoting these competencies are more open systems as students, teachers, parents, and community members move more freely between home, school, and community. When institutional barriers are lowered and communication increases, trust and mutual respect result. Students feel safer, more respected, and more valued and respond with less conflict, increased cooperation, and improved achievement.

Typically, by the end of third grade, scholastic success or difficulty largely determines whether students have a positive or negative attitude regarding their capabilities to learn and succeed in school. If students' self-efficacy as a learner is positive, students view their futures more positively and are more motivated to engage in career learning activities. If students' self-efficacy is negative, the opposite is true.

Teachers play an important role in the development of students beyond their curriculum specialty. Teachers contribute to fostering career development, by integrating learning activities across the curriculum, and helping students apply what they learn beyond the classroom walls.

It is possible to describe initiatives for school administrators and other school staff members, but that is beyond the scope of this chapter. However, building principals are the key to the school becoming an open system because managing a more open system is their responsibility.

Counselors

Counselors can assume a leadership role in planning a school's guidance curriculum and in developing the student portfolio system, given their knowledge of career development across the life-span, understanding of career planning and decision making, access to career information resources, and networking with the community. Their expertise in group guidance and in group and individual counseling proves invaluable in periodically helping students further integrate and relate their diverse and often conflicting life experiences with their career objectives (the integrating growth and development competency).

Counselors are skilled in providing support, guidance, and instruction for students who are unwilling to take risks, unable to assume responsibility, or immobilized by fear of failure. They can also assist students who generally lack confidence in their problem-solving capabilities or have no confidence in the educational and vocational systems (low career self-efficacy).

Specific counselor responsibilities in fostering career development and lifework planning include:

- developing a comprehensive and sequential career development curriculum in collaboration with school staff members, parents, and community members;
- providing in-services for school staff members on developmental guidance and specifically career development;
- providing leadership for assessment; and
- providing an educational program for parents and community members regarding the delivery of the career development curriculum.

Counselors also assume the leadership in linking school programs and community resources as well as promoting a school culture that is safe, caring, and developmentally enabling.

Community Members

During their early years, children are concrete, hands-on learners. Thus, the career aspirations of children are usually limited to what they see, touch, and manipulate. While some children expand their career aspirations through literature and television, most students' visions are limited by what they directly experience.

In order for children to acquire broader career aspirations, the community must open its doors and let children experience the work environment by interacting with workers. This requires more than a walk-through, talk-through experience. Children need the opportunity to actively engage in the work setting, and this requires adapting work environments so they are safe as well as instructive.

Community members can foster career development by collaborating with school personnel and extending classroom learning into the workplace. They also can collaborate with school counselors to ensure coordination of youth services and extended opportunities for student learning and development.

Student Responsibilities

Students with positive attitudes toward work and learning can assume responsibility for exploring and expanding their career options by participating in school and community activities. Students with negative attitudes toward work and learning require focused interventions involving parents, teachers, and counselors to reverse these negative attitudes.

One measure of the effectiveness of a career development program is whether students become increasingly responsible for planning and implementing activities that contribute to their career development. The student's career portfolio should be the focal point of this comprehensive-reflective review.

The Career Portfolio

Because few individuals work at one job for life and most individuals change both jobs and careers several times, the question "What can I learn to do?" replaces the historical career question of "What can I do?" The career portfolio helps students answer this more complex and dynamic question. A recent term introduced into the vocational guidance literature describes being a worker in constant transition as boundaryless careers (Mirvis and Hall, 1994). Primary Influences on Career Development.

Organizing and Implementing a Career Portfolio System

The career portfolio is also an organized structure to record work examples and thoughts and feelings about various life experiences. Students benefit from a career portfolio in the following ways.

- Students have the opportunity to reflect on lifework-planning implications of activities.
- Students assume more responsibility for their career decisions.
- The portfolio's structures sensitizes students to the many facets of career decisions.
- The comprehensive nature of the portfolio requires students to use higher-level analysis, synthesis, and evaluation skills.
- Students have a structured way for multiple reviews and in-depth understanding of their personal development and learning potential.

Structural Basis for Wisconsin's Career Portfolio

Numerous examples of portfolio structures exist. The most researched career portfolio is *Get A Life,* a joint product of the American School Counselors Association (ASCA) and the NOICC (Van Zandt, Perry, and Brawley, 1993). The *Get a Life* portfolio contains four sections: self-knowledge, life roles, educational development, and career exploration and planning. It is an enormous task to compile, synthesize, and review student-generated information in all four areas. The career exploration and planning section is where a student-managed career portfolio is created. This is the focus of the Wisconsin Career Portfolio because it includes elements of the other three sections.

The Wisconsin Career Information System's (WCIS) *CareerTEAM* (WCIS, 1996), a computerized curriculum planner, and *CareerWAYS* (WCIS, 1995), a computerized portfolio planning system, assist school staff members in implementing a career guidance curriculum. The two WCIS computer programs include experiences that result in products included in the career portfolio. Activities for particular school subjects can be taken from the *CareerTEAM* planner. The activities are organized according to the nine career guidance competencies.

The career portfolio incorporates Wisconsin's career guidance competencies, which are grouped according to three primary areas: self-management, interpersonal relationships, and integrating growth and development.

It is recommended that students develop three, semi-independent career portfolios that parallel Hershenson's three stages of career maturation

(1974, 1981). The first portfolio covers preschool through grade five. The second portfolio includes the time period between grade six and grade ten. The third portfolio begins in grade eleven and serves a person for life.

Well-informed students who are responsible for maintaining their portfolios need to learn:

- planning and decision-making skills,
- how to access resources when making career plans and decisions,
- how to anticipate and adapt to change, and
- how to manage their career portfolios.

A school's developmental guidance curriculum should also be consistent with students' developmental readiness. Tierney, Carter, and Desai (1991) describe career readiness in preschool through grade five, grade six through ten, and beyond (Figure 11). School staff members should consider these developmental readiness stages when designing the K-12 developmental guidance curriculum.

Figure 11

Developmental Readiness

Pre-School Through Grade 5 Evidence:	Grade 6 Through Grade 10 Evidence:	Students in Grade 11 and Beyond Evidence:
1. little versatility and a preference for routine tasks over exploration, 2. detachment from the portfolio process, 3. one-dimensional self-evaluations: either global statements or statements focusing on one aspect of themselves, 4. limited interest in reviewing the past, 5. problem-solving processes that show limited use of resources and lack of motivation, and 6. limited commitment to improvement through sharing or reviewing peer input.	1. expanded versatility and a desire to personalize the portfolio, 2. reasonable effort to complete the portfolio in an organized manner, 3. multi-faceted self-evaluation, but lacking depth, 4. some interest in relating past to present and present to future, 5. personal goals that tend to be peer influenced, 6. some willingness to share and consider others' inputs.	1. versatility in selecting personally valued, relevant content, 2. clearer organization of contents around goals and anticipated decisions, 3. multi-dimiensional evaluations, 4. increasing interest in relating past, present, and future, 5. a capability for decision making but wanting to maintain options, 6. strong commitment to sharing and considering others' inputs.

Implementing a Career Portfolio System

Schools need a knowledgeable, committed coordinator to implement a career portfolio system. This person needs access to appropriate resources and the support of administrators, faculty, students, parents, and the community.

The school district needs a developmental guidance program to help students develop the skills and knowledge required in career planning. The career planning portfolio should become part of a comprehensive school counseling program with the active involvement of students, parents, and faculty. School staff members, students, and community members need to be "sold" on the benefits of implementing a career portfolio system and understand that everyone, particularly students, will have new responsibilities. The career portfolio should be presented as an integral facet of the developmental guidance model.

Obstacles

School staff members can overcome major obstacles when implementing a portfolio system by (Van Zandt, 1994):

- allowing adequate staff time
- skillfully designing and explaining the portfolio model to others
- providing student time to complete an activity before entering it into the portfolio
- providing time and support for students with special learning needs
- coordinating the involvement of teachers, parents, and community members
- supporting changes in the existing guidance program
- teaching students how their portfolio and the processes involved in developing their portfolio relate to career planning and their career decisions
- focusing on quality inputs rather than the quantity of inputs

Storage and transfer questions include:

- Where is the portfolio kept?
- Who will have access?
- Under what conditions will it be made available to admissions personnel and employers?

Staffing

Teachers and parents need to join with counselors and help students build their career portfolios. The guidance leadership team along with the formal advisory committee should design the district's portfolio system. Their challenge is to develop a goal statement, identify resources, design an in-service training plan, and advise and support the portfolio system coordinator. The most critical decision is choosing a portfolio system coordinator who has a knowledge of career development, curriculum, organization, and motivational capabilities. This individual requires support, time, and resources to be effective.

Guidelines for Maintaining a Student's Career Portfolio

Guidelines provide direction to the development of an effective portfolio delivery system.

Portfolio Data Entry

- Make note of the dates when entering information.
- Briefly describe the context in which the information was produced elicited, or observed.
- State goal-related reasons for including data (for example: I want a history of my interests, or I want to be able to review all the different types of work I thought I'd like to do someday.)

Review Process

- Review is regularly scheduled with more frequent reviews prior to anticipated decision points.
- Irrelevant data are removed.
- Persons involved in the individual's forthcoming decision participate in the review process.
- Counselors and the students look for patterns that suggest
  - —the individual's progress,
  - —new initiatives the individual should consider, and
  - —personal characteristics that may be impeding personal development.

A meaningful review involves evaluation. While the student is always involved and his or her work is the focal point of the review process, it is helpful if parents, teachers, counselors, and students use the same criteria in evaluating a portfolio's content. Portfolio materials can be evaluated as either sufficient or deficient. A sufficient evaluation implies the content is inclusive, there is evidence of planning, the material adds to the existing "picture" of the student's career development, and the student's reflections are insightful regarding what should come next. A deficient evaluation suggests there are gaps in information, there is little evidence of planning, the material does not add to the existing "picture" of the student, or the student's reflections show little insight regarding what should come next.

Serving Students with Special Needs

Chubon (1985) lists disability-related concerns in career planning and decision making. He suggests that individuals with a disability will:

- have relatively fewer career options;
- have a restricted number of relevant career experiences;
- have experienced a preoccupation with treatment of the disabling condition, which detracts from having time for broader career explorations;
- frequently be exposed to atypical role models;
- be restricted from taking the initiative in decision making due to the protectiveness and dependency they have experienced due to their disability; and

- have difficulty anticipating a time when they would be self-sufficiently employed.

Parker and Szymanski (1992) include two additional impediments: being socialized to accept an inferior role and the presence of institutional barriers such as discrimination, harassment, and lack of support systems for career planning.

Counselors need to be sensitive and responsible to how disabilities and institutional barriers affect career development and achievement of the developmental guidance competencies. School counselors and special education teachers should team in adapting the developmental guidance curriculum and in adapting students' career portfolios. The focus of developmental guidance is on the capitalization of strengths, which is clearly in the best interest of students with exceptional educational needs.

Summary

Implementing a comprehensive career development program and instituting a comprehensive career portfolio system requires expenditure of considerable human resources. As educators work to develop a systematic process for students to explore and formulate tentative career and educational plans, the career portfolio is one tool to capture the career development process. By capturing this process, students not only learn the critical content necessary for making good decisions but also a procedure for linking life experiences to the world around them.

Appendixes 6

Appendix A: The Role of the School Counselor

Appendix B: The Revision Process and Structural Changes in the WDGM

Appendix C: Sample Classroom Activities

Appendix D: Sample Activities for Parents

Appendix E: Sun Prairie Articulation Process

Appendix F: Crosswalk from Previous Competencies

Appendix G: State Guidance and Counseling Requirements

Appendix H: ASCA Ethical Standards for School Counselors

Appendix I: Resources

Appendix J: References

Appendix A

The Role of the School Counselor

The school counselor's role is complex. Often, the school counselor's role and tasks are decided by people who are not familiar with the services that a counseling program can offer (Paisley and Borders, 1995). The school counseling profession continues to discuss this issue. This appendix clarifies the school counselor's role relative to a school counseling program and specifically to developmental guidance.

School Counseling Services

School counselors provide services in many areas. Gysbers and Henderson (1994) discussed four critical roles of school counselors: curriculum development (discussed here as developmental guidance including classroom and group activities), individual planning, responsive services, and system support. Individual planning includes advising, assessment, occupational exploration, and planning. Responsive services are consultation, personal counseling, small groups, crisis counseling, and referral. Finally, system support involves community development, professional development, and program management and operation.

The Wisconsin School Counselor Association (WSCA), in *Growing Through Counseling* (WSCA, 1995), detailed the role of school counselors in the state of Wisconsin by school level. The following are excerpts from that document.

The focus of elementary school counselors is to help students to

- develop a better understanding and acceptance of themselves and cope with family changes,
- develop decision-making and problem-solving skills,
- develop socially and emotionally and mature in their ability to relate to others; and
- understand themselves in relation to their own career development.

In addition, elementary school counselors work with parents to understand their child's emotions, behaviors, and learning styles. They also work with teachers and administrators to increase understanding of students' needs in intellectual, personal, social, and emotional areas through the creation of a positive learning environment.

Middle level counselors guide students through the period of transition by

- encouraging them to understand more about themselves,
- helping them to manage and organize information,
- empowering them to make choices and deal with change effectively,
- helping them to develop positive attitudes toward lifelong learning and the world of work, and
- directing them to experiences where career exploration is the focus.

At the high school level, the counselor supports students in their efforts to connect with postsecondary options. This includes

- providing direct counseling services to students individually and in groups,
- providing education and support services to parents,
- providing consultation services to teachers individually and through in-services,
- advising students on academic planning and career guidance,
- providing parents with career information,
- maintaining career development and postsecondary education and training information,
- networking with postsecondary schools and training programs to ensure a seamless transition from high school to postsecondary education and training, and
- serving on school and community committees addressing the needs of young people.

The role of the counselor is interwoven into professional activities that involve others in the school and the community (developmental guidance) and into areas for which they have received specific training (counseling, communication skills, and program management).

Developmental Guidance

In terms of developmental guidance, Paisley and Borders (1995, p. 152) state that such a comprehensive developmental program is often cited as "the very foundation for the role of a counselor in the schools. Despite its centrality to the profession, however, such a program has rare-

ly been implemented." They added, "if school counseling retains the emphasis on developmental programs, then the challenge for professionals in this area is to clearly define the concept and translate these ideas to practice." This document is intended to provide the support and direction necessary to implement a developmental guidance program.

Further, the American School Counselor Association (ASCA) encourages counselors to carefully consider the role they can play in working with students to develop skills needed to function in the community and the workplace. ASCA (1993), in a position paper on school counselors and comprehensive services, wrote: "The need for career guidance is a high priority. ...The school counselor, as a career guidance professional, is the person to assume leadership in implementing career development outcomes for students and to provide indirect services to parents, staff, and the greater community in this area by means of staff development, parent/school board presentations, and strong linkages with the business community."

In the same paper, ASCA identified a five-phase approach to career guidance that encourages the school counselor to utilize his or her training and expertise in facilitating groups, coordinating activities, and identifying and developing community contacts and resources. The recommended approach consists of these five phases.

- The counselor as career guidance professional develops a broad base of understanding and sensitivity between the faculty and broader community and the needs of exceptional students; develops a "core committee" of all persons representing all levels of the educational system, public and private, sectors of the business community.
- The core committee develops goals and objectives for faculty and counselor lessons and activities.
- The counselor facilitates development of workshops conducted by core committee members as relating to each goal and objective at each level. Emphasis is on the interaction of faculty from all levels working together to develop clearly articulated and developmentally sequenced activities.
- The counselor coordinates compilation of all goals, objectives, and activities and a resource appendix into an infusion document for teachers to use as a guide for infusion.
- The counselor coordinates and facilitates, not writes or implements, the career infusion plan. The counselor calls upon the core committee whenever needed for the purposes of revising, updating, disseminating and evaluating the career guidance program (ASCA, 1993).

This details the role that counselors can play in the developmental guidance delivery process. Again, developmental guidance is one component of a comprehensive school counseling program.

References

American School Counselor Association. *The School Counselor and Comprehensive Counseling: The Position of the American School Counselor Association*. Alexandria, VA: Author, 1993.

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Appendix B

The Revision Process and Structural Changes in the WDGM

The Revision Process

The revision of *School Counseling Programs: A Resource and Planning Guide* involved counselors and other stakeholders in the early stages of the process. The intended result was two-fold: the model would reflect best practices and early involvement by many professionals would make the document come alive in the implementation stage. The authors distributed draft versions of the competencies to counselors, administrators, teachers, teachers- and counselors-in-training, counselor educators, state agency representatives, and educators outside of Wisconsin. They processed feedback and integrated continuously. The process renewed interest across the state in delivering developmental guidance in schools.

The Wisconsin Developmental Guidance Model was revised in two stages: planning and development. During the planning stage, a steering committee was created. The development stage focused on identifying the competencies and indicators.

The Planning Stage

The focus in the planning stage was on issues related to the model, competencies, and indicators. The first steps included a review of the literature, gathering feedback from counselors, and a critical review of the existing model. Initial feedback from counselors in the field can be summarized into five areas.

- The document, *School Counseling Programs: A Resource and Planning Guide* (Wilson, 1986), was seen as a document for only school counseling programs and therefore integrating school staff members into the process was complicated.
- The number of competencies in the original *School Counseling Programs* was overwhelming.
- Counselors most often described their programs at Level I or at best Level II.
- The developmental guidance component was difficult to distinguish from the school counseling program.
- Developmental guidance was not a comprehensive program across grades K-12.

The second step in the planning stage was the creation of a project steering committee. The project steering committee consisted of the major stakeholders involved in the process of educating students in the state. Steering committee members are listed in the Acknowledgments.

The steering committee met twice in the fall and winter of 1994 to assist with the planning and once in the spring of 1995 to discuss the development stage. The group was created to help the Department of Public Instruction establish the future direction of education for meeting the guidance needs of all Wisconsin students. The first meeting focused on issues related to the current use of the model, and the second meeting focused on the structure and function of the revised model.

The Development Stage

This stage focused on refining, writing, and testing the developmental guidance model. Following the second steering committee meeting, a work group convened to outline the competencies and indicators. The work group included individuals with expertise in developmental guidance, school counseling, school administration, and career development. It consisted of people who held state educational leadership positions.

Work group members merged common themes found in national and state educational initiatives with the competencies in *School Counseling Programs* to form new competency areas. The purpose was to develop a framework that provided a common language for ongoing discussions regarding the preparation of students for the future.

This group further refined the competency areas and presented the competencies at the third steering committee meeting, where the committee further reviewed and modified the competencies.

Between January 1995 and January 1996, a working draft of the competencies and indicators was presented at more than 25 meetings across the state of Wisconsin. Participants at these meetings included counselors, teachers, administrators, school board members, students attending universities, and counselor educators. In addition, the authors solicited feedback from educational

leaders from across the nation. Early in the process, the focus was on the practical nature of the competencies, then the indicators received more attention, and, near the end, participants were asked to consider the competencies and indicators as if they were implementing the model in their school. Throughout, the authors considered feedback from each participant.

In the end, nine competencies appeared to address the developmental guidance needs of students and met the scrutiny of the reviewers. A discussion of the structural changes in the new competency framework follows.

Structural Changes

In *School Counseling Programs: A Resource and Planning Guide* (Wilson, 1986), the intention was to encourage school counseling programs to develop broad-based guidance programs with the support of concerned school staff and community members, including parents. The guide discussed three levels of delivery ranging from Level I, which identified the counselor as the primary program delivery resource, to Level III, which involved the counselor, school staff members, community members, parents, and business and industry representatives. The notion was that school counseling programs (guidance included) would progress in terms of delivery of services from the counselor-only approach to a team approach. The intended result as the program developed was that the number of impediments or barriers to program design, operation, and management would diminish sharply, and the involvement of all school staff members would expand proportionally (Wilson, 1986, p. 2).

The original model described a school counseling program as:

- K-12 in scope, based on developmental needs of students,
- preventive in nature, and
- managed and coordinated so that it is an integral part of the total educational program.

The program should be formed around a delivery system with counselors at the core and the efforts of school staff, community members, parents, and business and industry representatives coordinated into a program that meets the developmental needs of a diverse population of students.

The current revision embraces the philosophical basis of the previous model and strives to clarify the developmental guidance component.

Changes to the Model

In the early model, described in *School Counseling Programs*, the competencies and indicators were divided by educational level (elementary, middle/junior high, and high school) and were related to the processes involved in learning (Figure 11). For example, a student competency at the elementary school level emphasized learning about things and ideas. At the middle/junior high school level, understanding was the focus.

At the high school level, students were developmentally prepared to apply what they have previously learned. These student competencies were further divided into three areas, learning, personal/social, and career/vocational.

Competencies were aligned with the grade level, to the learning process, and to one of the three competency areas. The original model included 57 competencies, which may have led counselors and other educators to perceive the model as overwhelming. Lambert (1991) developed a list of indicators, which increased the size of the complete set of competencies and indicators exponentially.

The authors made four significant structural changes in this revision.

Structural Change One

One of the considerations in modifying the existing model was the need to provide a practical and high-quality format. To achieve this, the authors brought the competency to the top, thereby adjusting the focus from the grade level to the broad competency area. In doing so, the 57 competencies decreased to nine, which increased the clarity of the ideas presented by focusing on the competencies. Focus group members expressed very positive feedback about this change in the model.

Structural Change Two

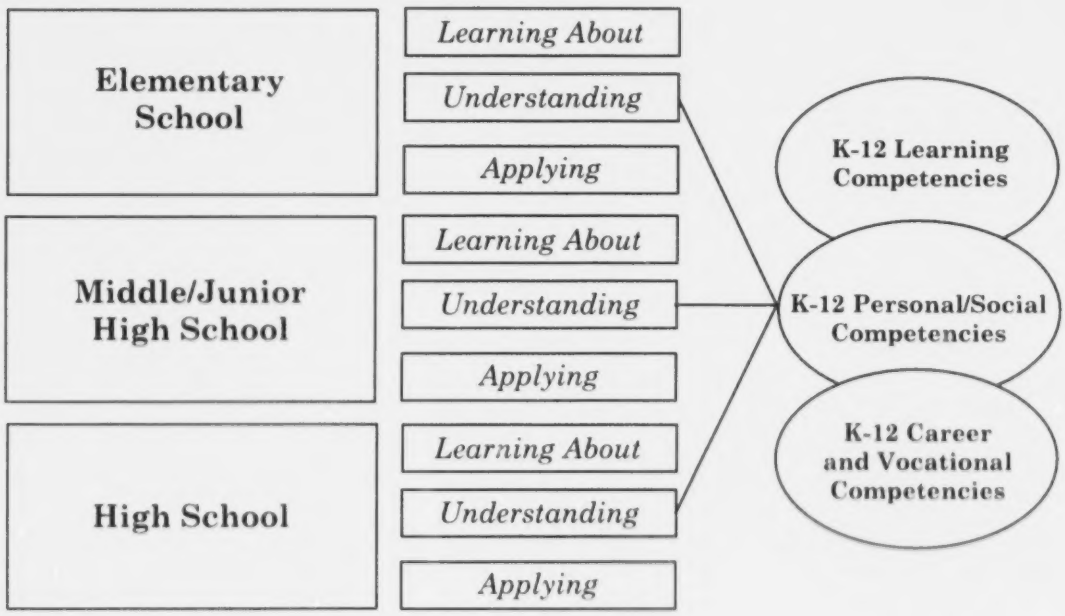
The terms "learning about," "understanding," and "applying" were eliminated. The reason was to acknowledge different learning styles, while also acknowledging that development involves the continuous looping of these processes, rather than a linear, age-related process.

Structural Change Three

Levels I (counselors alone) and II (counselors and school staff members) were also eliminated. In order for schools to progress in helping stu-

Figure 12

Competency and Indicator Structure in School Counseling Programs



dents succeed, collaboration among everyone is needed. It is no longer reasonable for counselors to work in isolation to deliver developmental guidance. The original progression was meant to be just that—a progression many districts struggled with and, therefore, developmental guidance suffered.

Structural Change Four

Sample indicators were added for three domains—educational, personal/social health, and career development—within each competency. These domains were further delineated into elementary, middle, and high school levels. These indicators are guides for districts and schools to develop their own indicators to fit student and community needs. Related to this change, the indicators developed on-site should be created in coordination with district- or school-wide assessment.

References

Lambert, R.H. *Supplemental Handbook for Implementing Comprehensive Developmental Guidance and Counseling Programs in Wisconsin*. Madison, WI: Wisconsin Career Information System, 1991.

Wilson, P.J. *School Counseling Programs: A Resource and Planning Guide*. Madison, WI: Wisconsin Department of Public Instruction, 1986.

Sample Classroom Activities Demonstrating the Competencies*

Connect Family, School, and Work - "Basic Skills for Police Officers" (Grade 4-6)
Solve Problems - "Self Employment: Is it for You" (Grades 10-12)
Understand Diversity, Inclusiveness, and Fairness - "Understand Others" Grades 4-6)
Work in Groups - "Concensus Building on the Moon" (Grades 7-9)
Manage Conflict - "Accepting Criticism" (Grades 7-9)
Integrate Growth and Development - "Mud or Stars" (Grades K-3)
Direct Change - "Future Trends" (Grades 10-12)
Make Decisions - "A Look at Decision Making" (Grades K-3)
Set and Achieve Goals - "Employability Checklist" (Grades 10-12)

*All the activities can be found in the "How To...Career Activities for Every Classroom" series published by the Wisconsin Career Information System.

Basic Skills for Police Officers

Curriculum Area	
General	
Lang. Arts	♦
Math	
Science	
Soc. Studies	♦
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	♦
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	♦
1		8	
2		9	
3		10	
4		11	
5	♦	12	
6	♦	13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	♦
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students discuss police work and its duties, in particular the writing of reports. Students see how language arts skills are used in law enforcement by completing the narrative section from an authentic accident report.

MATERIALS AND PREPARATION

- "The Accident" student resource
- "Accident Report" activity sheet
- *Occupations Digest* for job description of police officer
- a blank copy of an accident report used by your local police (optional)
- the job description of a police officer in your community (optional)
- a rubric or evaluation method (preferably developed with input from students) for assessing the narrative section of the "Accident Report" (optional)
- a police cap or badge for "the chief" to wear as reports are filed (optional)

OBJECTIVE (specific student competency)

Recognize the language arts skills that police officers use on the job.

TEACHER ACTIVITIES

1. Ask students the following questions:
   a) What do police officers do in our community?
   b) Who can be a police officer?
   c) What qualifications are needed?
   d) What basic skills are needed?
2. Ask students to consult the *Occupations Digest* for a description of a police officer's duties.
3. Ask students to point out some specific examples of how police officers use their basic skills.
4. (Optional) Show students a copy of a real accident report that police officers in your community use. Point out its length and the number of questions to be answered.
5. Hand out the "Accident Report" and "The Accident."
6. Read the story of "The Accident" with the students, answering any questions they may have.
7. Ask student volunteers to simulate the accident using props (e.g., toy vehicles or classroom desks) and/or role playing.

STUDENT ACTIVITIES

1. Participate in a discussion of the work of police officers in your community.
2. Make note of the basic skills that are required of police officers and how they are used.
3. (Optional) Look at a copy of an accident report that is used by the police in your community. Note all of the reading and writing required to complete the report.
4. Listen to the story of "The Accident" as it is read by your teacher.
5. Consider volunteering to help simulate the accident for your classmates.
6. Imagine you are the police officer who investigates this accident. Complete the "Accident Report," so you can submit it to your "chief."
   a) Describe what happened in the NARRATIVE section, remembering to tell who, what, when, where, why, and how.
   b) Draw a diagram in the space provided showing how the car and bike collided.

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TEACHER ACTIVITIES (continued)

8. Direct students to imagine they are Officer Jones and must "file" a one-page "Accident Report." (Stress that this activity sheet includes only one page of a typical report filed by police officers.)
9. Discuss the vocabulary used in the report, e.g., *narrative, supplemental, impact, skid marks, terrain, access control, median, violating, maneuver, negotiating, merging,* etc.
10. Direct students to work (individually, in pairs, or in small groups) to complete their "Accident Reports."
11. Ask the students who participated in the simulation to assume the roles of Mrs. Sanchez, Maria, and Mike Nelson and to provide any additional information that the "officers" require.
12. Tell students that their reports must be filed with "the chief" and that they may be asked to make additions or corrections if the reports are not satisfactory. The chief could be a teacher, another student, a visiting police officer, a parent, etc.
13. Develop a rubric for the chief to use in evaluating the reports. (This could be done with the students). You may wish to evaluate the reports in terms of clarity, spelling, punctuation, etc.

STUDENT ACTIVITIES (continued)

c) Fill in all the boxes on the report by circling the correct conditions. If you need additional information, ask the students playing Mrs. Sanchez, Maria, and Mike Nelson. (A police officer in real life only reports known facts. Do not make up any information for your report.)

7. Check your report to make sure that you have carefully followed all directions (both on the report and from your teacher) for completing it.
8. File your report with the "chief."
9. Make any corrections or additions required by the chief.
10. Revise and refile your report until your "superiors" find it satisfactory.

ASSESSMENT (specific student performance)

Complete the "Accident Report" to the satisfaction of the "chief."

CURRICULUM INTEGRATION

Health/P.E.: Use this activity with lessons relating to safety.

RELATED OR OUTSIDE ACTIVITIES

- Precede this activity with "Police Work: The Glamour and the Reality."
- Ask students to use the rubric developed to assess the "Accident Report" to evaluate other work they do.
- Make a class set of completed accident reports to study in more detail, taking note of the directions to be followed, the details that must be noted, the visual images, the traffic laws that are referenced, etc.
- Send the completed class set of "Accident Reports" to the local police station to be evaluated by any willing personnel.
- Invite a police officer from the community to come into the classroom to hear some of the "Accident Reports" and comment on them. Ask the officer to describe other duties that require basic skills.

ADAPTATIONS

- Ask students to complete the diagram portion of the "Accident Report" only.

RELATED STANDARDS

Learner Outcomes

- Transfer learning.
- Identify a need for information and locate it.

WDGM

- Connect Family, School, and Work.
- Solve Problems.

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Education for Employment

- Communicate at work and with the public.
- Practice good health and safety habits.
- Demonstrate reading comprehension skills.
- Demonstrate clear, effective writing skills.
- Describe how individuals and organizations relate.

National Career Development Guidelines

- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Knowledge of the importance of self-concept.
- Skills to interact with others.
- Awareness of the career planning process.

SCANS

- Acquire and evaluate information.
- Organize and maintain information.
- Interpret and communicate information.
- Read with comprehension and critical reasoning.
- Communicate clearly and effectively in writing.
- Visualize by interpreting symbols, graphics, etc.

NOTES

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ACCIDENT REPORT

Pictorial Representation of Narrative

Supplemental Reports Y N	Witness Statements Y N	Measurements Taken Y N

Draw Diagram of Accident & Indicate North with an arrow

Skidmarks to Impact

Vehicle 1 _____ FEET _____ Vehicle 2

Surface Type: _____

N---
A---
R---
R---
A---
T---
I ---
V---
E---

Photos by:

What drivers were doing

Vehicle 1		Vehicle 2
____	Going straight	____
____	Making left turn	____
____	Making right turn	____
____	Slowing or stopping	____
____	Stopped in traffic	____
____	Legally parked	____
____	Illegally parked	____
____	Backing maneuver	____
____	Changing lanes	____
____	Making U-turn	____
____	Turning on red	____
____	Merging	____

WITNESS NAME: Last First MI

ADDRESS: Street & Number D.O.B.

City & State ZIP Phone Number ( )

ACCESS CONTROL
No control (Unlimited access)
Full control (Only ramp entry/exit)
Partial control

ROAD TERRAIN
Part A
Straight
Curve
Part B
Level/flat
Hill

LIGHT CONDITION
Daylight
Dark - not lighted
Dark - lighted
Dawn
Dusk
Unknown

RELATION TO ROADWAY
On roadway
Parking lot or private property
Shoulder (other than shoulder within median or gore)
Median (other than median within gore)
Outside shoulder-left On ramp
Outside shoulder-right Unknown

WEATHER
Clear
Cloudy
Rain
Snow
Fog, smog, smoke
Sleet, hail (freezing rain or drizzle)
Blowing sand, soil, dirt, snow
Severe crosswinds
Other
Unknown

TRAFFIC WAY
Not physically divided (2-way traffic)
Divided highway, median strip, without traffic barrier
Divided highway, median strip, with traffic barrier
One-way traffic
Parking lot or private property

ROAD SURFACE CONDITION
Dry
Wet
Snow/slush
Ice
Sand, mud, dirt, oil
Other

Traffic control

Vehicle 1		Vehicle 2
____	No control	____
____	Traffic signal operating	____
____	Traffic signal flashing	____
____	Stop sign	____
____	Stop sign with flasher	____
____	Warning	____
____	Warn sign with flasher	____
____	Yield sign	____
____	Traffic control person	____
____	RR-xing signal	____
____	Other	____

Reporting officer _____

Badge number _____

Date signed _____

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BEST COPY AVAILABLE

Name _____ Date _____

THE ACCIDENT

Note: The handbook mentioned below is the *Wisconsin Motorists' Handbook and Study Guide*, prepared by the National Public Services Research Institute and adapted with permission by the Wisconsin Department of Transportation, April 1993.

Maria was sitting outdoors on a warm summer night in her friend Amy's yard watching the sun set. Suddenly she realized what her mother had told her, "Be sure to come home before it gets dark!"

Maria quickly said, "Bye, Amy, see you tomorrow."

She put on her helmet, hopped on her bike, and pedaled furiously down Elm Street. She hoped to get home before her mom missed her. Maria was so concerned that she forgot to look both ways as she crossed Maple Street, just a few blocks from her home. This was an easy mistake for Maria to make because there are no traffic signs on that corner.

Mike Nelson, driving his shiny new red sports car, entered the intersection of Elm and Maple from the north. He did not see Maria on her bicycle until she was just a few yards in front of him. Mike slammed on the breaks and skidded about six feet to a stop. He just missed Maria, but hit the back tire of her bike. The force of the collision knocked Maria to the ground. Her head hit the curb when she fell, but Maria was not seriously hurt thanks to the protective helmet she was wearing. The only damage was the mangled back tire of Maria's new bike.

Mrs. Sanchez, whose home was just a few doors away on Maple Street, saw the accident from her front porch. She called the police to report it. Officer Jones, who was in her police car just a few blocks away, was dispatched to the scene. Officer Jones arrived within minutes and spoke to Maria, Mike Nelson, and Mrs. Sanchez. After listening to all three, the officer consulted a handbook that explains the rules of the road.

Under the heading of RIGHT OF WAY for motorists, Officer Jones found the following passage:

> The law does not really give anyone the right of way. It only says who must yield it. **A DRIVER MUST DO EVERYTHING POSSIBLE TO AVOID A COLLISION.**
>
> When there are no special signs, symbols, or police to tell you what to do, there are special rules to follow. . . . Motorists must stop for pedestrians (also bicyclists!) crossing the road. . .in a crosswalk. (p. 9)

The law also stated that bicycles must have a light in the front and a reflector on the rear when they are operated after dark.

Officer Jones issued a ticket to Mike Nelson for inattentive driving. The officer drove Maria and her broken bike home to her parents. Maria's parents were issued a warning for not having lights and reflectors on her bike. Officer Jones asked Maria to attend a bicycle safety class at the city hall as soon as possible. Later that day, Officer Jones filed a report of the accident.

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Self-Employment: Is It for You?

Curriculum Area	
General	
Lang. Arts	
Math	♦
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	♦
Comp. Sci.	
Fam./Cons.	♦
Health/P.E.	
Media Studies	
Tech. Ed.	♦
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3		10	♦
4		11	♦
5		12	♦
6		13+	♦

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	♦
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students read and discuss two case studies: one of a worker who is self-employed and another of an employee in a large company. They compare and contrast the employment situations in terms of taxes and insurance paid; the costs of doing business; employee benefits such as vacation, sick leave, and retirement plans; the workplace environment; opportunities for advancement; and lifestyle factors.

MATERIALS AND PREPARATION

- "Two Situations" student resource
- "Compare and Contrast" activity sheet

OBJECTIVE (specific student competency)

Compare and contrast the terms and conditions of employment for a person who is self-employed and a person who works for a large company. Decide which conditions are most appealing to you.

TEACHER ACTIVITIES

1. Ask students to describe the salary and working conditions of people they know who are self-employed.
2. Read and discuss the "Two Situations" of Kim and Roberto.
3. Introduce the "Compare and Contrast" activity. Make sure the students understand all of the terms on the sheet.
4. Break the students into small groups and ask them to discuss and answer the questions on the "Compare and Contrast" activity.
5. Encourage each group to reach consensus (general agreement) on which job is more appealing to them.
6. Discuss the choices of each group and their reasons for them.
7. Emphasize the factors other than salary that influence career decisions.

STUDENT ACTIVITIES

1. Think of someone who is self-employed. What does this means in terms of his or her salary and working conditions?
2. Read and discuss the "Two Situations" of Kim and Roberto.
3. Look over the "Compare and Contrast" activity. Make sure you understand all of the terms. Ask questions if you don't.
4. Complete the table and fully discuss with your group the other factors described on the "Compare and Contrast" activity.
5. Decide which job is more appealing to your group and give reasons for your choice.
6. Share your group's decision with the rest of the class.
7. Note the factors other than salary that can influence career decisions.

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ASSESSMENT (specific student performance)

Explain (verbally or in writing) why self-employment would or would not be a viable option for you at some time in your work life. Give reasons to back up your position.

RELATED OR OUTSIDE ACTIVITIES

- Follow this activity with "Starting Your Own Business."
- Give students more figures to work with in the case studies and ask them to analyze the costs and benefits of each job in greater detail.
- Use the case studies to introduce lessons on preparing tax returns.
- Use the case studies as springboards to lessons on the history of taxation or current tax policies and issues.
- Invite two workers from the community, one of whom is self-employed, to visit your classroom and discuss the advantages and disadvantages of their jobs.
- Organize a panel of self-employed individuals from the community to discuss their careers with the class.
- Encourage students to job shadow (observe) or interview a person who is self-employed.

RELATED STANDARDS

Learner Outcomes

- Make informed decisions.
- Consider conditions that are different.

WDGM

- Connect Family, School, and Work.
- Solve Problems.
- Make Decisions.

Education for Employment

- Identify and develop personal interests.
- Develop responsibility for career planning.
- Use reasoning skills to process information.
- Understand how the economy relates to employment.
- Perform mathematical computations.
- Describe how individuals and organizations relate.
- Understand the nature of entrepreneurship.
- Explain government's role in the economy.

SCANS

- Budget money and set financial goals.
- Acquire and evaluate information.
- Organize and maintain information.
- Interpret and communicate information.
- Understand how to work within systems.
- Perform basic mathematical computations.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the relationship between work and learning.
- Understanding how to make decisions.
- Awareness of the importance of personal responsibility and good work habits.
- Skills to understand and use career information.
- Awareness of the interrelationship of life roles.
- Awareness of the career planning process.

NOTES

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Name _____ Date _____

TWO SITUATIONS

Kim's Work

Kim is a self-employed computer consultant, marketing her services to local businesses and individuals. She works out of an office in her own home that she set up for $5,000. Her schedule is flexible because she sets her own appointments. She uses her own car for transportation to and from her work sites. She dresses quite casually, because she sometimes needs to move equipment. Because she works with the equipment of others, Kim carries liability insurance to protect her should she damage her client's property. Liability insurance costs Kim $50 a month. She bills her clients by the hour and currently grosses about $45,000 a year.

Kim pays both state and federal income tax on her earnings. The state where she lives assesses a 5% tax (a rate which varies from state to state) while the federal government takes approximately 13%. (Federal income tax is *graduated*: the tax rate is determined by the income level.) Fortunately for Kim, self-employed people can deduct some business expenses from their taxable income. Kim is also required to contribute to her federal Social Security account, and because she is self-employed, she must contribute 15.3% of her total wages. Health insurance costs Kim $185 a month. She has no life insurance. Kim also pays for income protection insurance (to provide her with some income in the event she is unable to work) which costs her $200 yearly. To save for her future, Kim contributes $100 a month to her Individual Retirement Account (IRA).

Roberto's Work

Roberto lives in the same state as Kim and works as a sales executive for a large manufacturing firm, the BIG Company. His current base salary is $20,000 a year. In addition to his base salary, he is paid a 5% commission on his total sales, which were $10,000 last year. Out of his total salary, Roberto pays state (5%) and federal (roughly 13%) income taxes based on his total income. He is also required to contribute 6.65% of his total income to his Social Security account. As his employer, the BIG Company contributes an additional 6.65%.

Roberto calls on small businesses in four different states and is out of town about 15 days per month. His company provides him with a car and pays his gas, food, and lodging expenses when he is traveling on business. Since he is often in contact with clients, he is expected to wear a business suit, a dress shirt, and a necktie at all times. When he works in the BIG Company office, he is usually at his desk from 8 a.m. to 5 p.m. each day and takes no more than an hour for lunch.

Roberto enjoys the benefits of working for the BIG Company. The company gives him two weeks of paid vacation during the month of August, ten paid holidays, and seven paid sick leave days each year. In addition, the company pays 75% of his health insurance, which runs $190 per month. The company provides him with a $25,000 group life insurance policy. The company also pays 60% of an income protection plan for Roberto, the total cost of which is $80 per year. The BIG Company has a pension plan for its employees into which the company pays an amount equal to 10% of Roberto's gross salary (base salary plus commissions) each year.

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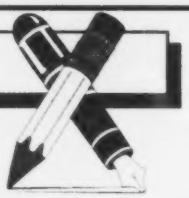

COMPARE AND CONTRAST

Directions: In small groups, discuss the advantages and disadvantages of Kim's work as a self-employed consultant and Roberto's job with the BIG Company. As you discuss the two job situations, complete the following table. Where figures are missing (e.g., for transportation and clothing), make estimates of the costs.

		Kim	Roberto
A.	**Gross salary and commissions**		
B.	**Taxes to be paid out of salary** Federal		
C.	State		
D.	Social Security		
E.	**Costs of job** Transportation (estimate)		
F.	Clothing (estimate)		
G.	Office supplies (estimate)		
H.	**Insurance costs** Health		
I.	Life		
J.	Income protection		
K.	Liability		
L.	Pension/retirement plan		
M.	**Total deductions** Total lines B through L.		
N.	**Net income** Subtract line M from line A.		

In addition, discuss the value/importance of sick leave and vacation time. (Try to place a dollar value on both benefits for Kim and Roberto.) Try to identify other benefits that could be thought of as "virtual income." Recalculate net incomes if you think these factors are significant enough.

Finally, discuss other, less measurable factors such as job security, working environment, opportunities for advancement, personal autonomy, the economic future of big versus small companies, lifestyle factors, etc. Don't automatically treat net income as "the bottom line."

In your groups, decide which position you would prefer. List the reasons for your choice.

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Understand Others

Curriculum Area	
General	
Lang. Arts	♦
Math	
Science	
Soc. Studies	♦
Art/Music	♦
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	♦	10	
4	♦	11	
5	♦	12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	♦
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students create a puzzle identifying their personal skills, abilities, and interests. The puzzles are collected and distributed to different students to help them identify and understand how skills, abilities, and interests differ among people. The activity is followed by a class discussion of individual differences.

MATERIALS AND PREPARATION

- "Skills and Interests Puzzle" activity sheet
- scissors
- envelopes (one for each student with an identification number on it)

OBJECTIVE (specific student competency)

Identify your personal skills, abilities, and interests and compare them to your classmates, noting the diversity represented in your class.

TEACHER ACTIVITIES

1. Hand out a "Skills and Interests Puzzle" activity sheet and a numbered envelope to each student (you may wish to number the envelopes according to the students' places on your class list). Try to write the numbers in a place that will not be easily noticed by the students.
2. Ask students to complete the puzzles by listing their interests, skills, and abilities in the appropriate spaces.
3. Direct students to cut out the puzzle pieces and place them in their envelops. Direct students *not* to put their names on the envelopes.
4. Form groups of three or four students.
5. Collect the envelopes from each group of students. Redistribute them, making sure that no group of students gets its own puzzles.
6. Direct students to open the envelopes one at a time. Ask the groups to put each puzzle together, and then guess which student the puzzle describes. Ask students to print their guesses on the outside of each envelope and to place the puzzle pieces back inside.
7. Collect the puzzles one by one and hand them to the students named on the envelopes.

STUDENT ACTIVITIES

1. Finish the "Skills and Interests Puzzle" by filling in the blanks.
2. Cut along the puzzle lines until all of your puzzle pieces are cut out. Put the pieces in the envelope.
3. Help your group put each puzzle together and read about how that classmate has described things about himself or herself. Then try to guess the classmate that each puzzle describes.
4. Write your group's guess on each envelope and place the puzzle pieces back inside.
5. Watch as your teacher gives the puzzles to your classmates. How good were your group's guesses?
6. Try to guess whose puzzle you have if the puzzle given to you is not yours.
7. See the many different ways your classmates described themselves.

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TEACHER ACTIVITIES (continued)

8. Challenge those students identified by mistake to guess the owners of the puzzles they receive.
9. Wrap up by noting the diversity of interests in the class.

ASSESSMENT (specific student performance)

Create a puzzle to identify your interests, skills, and abilities and then compare them to the interests, skills and abilities of other students.

RELATED STANDARDS

Learner Outcomes

- Achieve results by interpretation, execution.
- Work effectively in groups.
- Recognize diversity and its influence.

WDGM

- Understand Diversity, Inclusiveness, and Fairness.

Education for Employment

- Identify and develop personal interests.
- Establish positive interpersonal relationships.
- Exhibit positive personal attributes and self-esteem.

SCANS

- Participate in team efforts.
- Work harmoniously with diverse people.
- Acquire and evaluate information.
- Think creatively.
- Reason by using logical thought processes.
- Exhibit self-esteem.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the benefits of educational achievement.

NOTES

- Use this as a "getting-to-know-you" activity at the beginning of the school year.

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SKILLS AND INTERESTS PUZZLE

Fill in each of the puzzle piece blanks with information about yourself. Cut the puzzle into pieces by cutting along the solid lines and put the pieces into an envelope. Give the envelope to your teacher.

Something I can cook by myself is

_____
_____.

Something I like to do all the time is_____

_____
_____.

The best part of school is

_____
_____.

The most fun I ever had was

_____
_____
_____
_____
_____.

I want to learn about

_____,

so I can _____

_____.

The three things I can do best are

_____,
_____,

and

_____.

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Consensus Building on the Moon

Curriculum Area	
General	
Lang. Arts	
Math	♦
Science	♦
Soc. Studies	♦
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	♦
1		8	♦
2		9	♦
3		10	♦
4		11	♦
5		12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	♦
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students assume the roles of astronauts who have just crashed on the moon. They are introduced to the dynamics of group decision making while considering physical phenomena on the moon. After using both individual and group decision-making processes to determine which salvaged items are most valuable, they critique the "group consensus" process.

MATERIALS AND PREPARATION

- "Astronaut Survival" activity sheet
- "Astronaut Crew Survival" activity sheet
- "Astronaut Survival Answers" student resource
- "Astronaut Survival Scoring" activity sheet

OBJECTIVE (specific student competency)

Analyze and practice a group consensus process.

TEACHER ACTIVITIES

1. Give each student a copy of the "Astronaut Survival" activity sheet and allow 10 minutes to complete the exercise.
2. Place students in groups of five or six.
3. Give each group member an "Astronaut Crew Survival" activity sheet.
4. Discuss the elements of effective consensus building described on the "Crew" sheet. Emphasize that voting or trading concessions (i.e., agreeing to yield on one point if a colleague will yield on another) does not build consensus; it only ends debate. Instruct students:
   a) Do not change any answers on your individual "Astronaut Survival" sheets as a result of your group's discussion.
   b) Record your group's decisions on your copy of the "Crew" sheet.
   c) Budget your time: you have only 30 minutes to complete the "Crew" sheet.
5. Hand out the "Astronaut Survival Answers" and "Astronaut Survival Scoring" sheets. Ask each member to determine and confirm the scores.
6. Lead a discussion of the value of consensus building.

STUDENT ACTIVITIES

1. Complete the "Astronaut Survival" activity sheet as directed.
2. Complete the "Astronaut Crew Survival" activity sheet to reflect the decisions reached by your group. You may refer to your earlier answers, but do not alter the original worksheet as a result of the group discussion. You have 30 minutes.
3. Compare your group's answers to those on the "Astronaut Survival Answers" sheet. Calculate, confirm, and enter your scores on the "Astronaut Survival Scoring" sheet.
4. Participate in the critique of group consensus. How hard was it for your group to reach consensus? Did everyone participate equally? How often did you have to resort to voting or trading? How big a factor was time? Who was the "leader" of your group? Why do you say this? How much better were the group results than individual results? If you owned a business, would you want your employees to use this consensus-building process? What are its pros and cons? How would you change it to make it better? Share your thoughts with the class.

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ASSESSMENT (specific student performance)

Explain (orally or in writing) why the group consensus method was effective or ineffective in this situation. If you felt it was ineffective, describe a procedure that you think would have been better. Make specific references to the experiences you had in your group.

RELATED STANDARDS

Learner Outcomes

- Use criteria to evaluate.
- Respond to relevant information.
- Make informed decisions.
- Achieve results by interpretation, execution.
- Recognize systems and their relationships.
- Respond to aesthetics, intellectual aspects.
- Transfer learning.
- Recognize, define, and solve problems.
- Communicate strategies, objectives.
- Work effectively in groups.

WDGM

- Solve Problems.
- Work in Groups.

Education for Employment

- Establish positive interpersonal relationships.
- Use reasoning and problem-solving skills.
- Apply speaking and listening skills.
- Use reasoning skills to process information.
- Perform mathematical computations.
- Understand and apply scientific principles.
- Recognize social institutions and values.

SCANS

- Allocate time wisely and efficiently.
- Use materials and space efficiently.
- Allocate human resources and plan work.
- Participate in team efforts.
- Negotiate agreements and resolve conflicts.
- Work harmoniously with diverse people.
- Interpret and communicate information.
- Monitor and correct system performance.
- Perform basic mathematical computations.
- Listen well and respond to verbal messages.
- Speak clearly and coherently.
- Use decision-making skills.
- Solve problems and develop action plans.
- Reason by using logical thought processes.
- Demonstrate sociability and interpersonal skills.
- Demonstrate self-management and self-discipline.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the relationship between work and learning.
- Understanding how to make decisions.
- Awareness of the importance of growth and change.
- Skills to interact with others.
- Awareness of the importance of personal responsibility and good work habits.
- Awareness of different occupations and changing male/female roles.

NOTES

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Name _____ Date _____

ASTRONAUT SURVIVAL

Directions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship is forced to land at a spot some 200 miles from the rendezvous point. To make matters worse, much of the equipment aboard is damaged during the landing. Only the 15 items listed below are left intact. Because your survival depends on reaching the mother ship, you only want to carry the most useful items on your 200-mile journey across the moon. Rank the items below according to how useful they would be. Place the number *1* by the most important item, the number *2* by the second most important, and so on, through the number *15*, the least important. Then briefly explain the rationale for your ranking. You have 10 minutes to complete this phase of the exercise. You and your crew do not have much time. Choose well.

Rank	Item	Rationale
_____	Box of matches	_____
_____	5 lbs. of food concentrate	_____
_____	50 feet of nylon rope	_____
_____	Parachute silk	_____
_____	Portable heating unit	_____
_____	Two .45 caliber pistols	_____
_____	Cooler	_____
_____	Two 100-lb tanks of oxygen	_____
_____	Stellar map (of the moon's constellations)	_____
_____	Chess set	_____
_____	Magnetic compass	_____
_____	10 gallons of water	_____
_____	20 signal flares	_____
_____	First aid kit	_____
_____	Solar-powered FM receiver/ transmitter (50 mile range)	_____

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Name _____ Date _____

ASTRONAUT CREW SURVIVAL

Directions: This is an exercise in group decision making. Your group is to employ the method of "group consensus" in reaching its decision. This means that the ranking for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guidelines to use in reaching consensus:

1. Try to be open-minded and carefully consider the opinions expressed by all group members. Approach the task on the basis of logic, not preconceived notions.
2. Make sure every group member expresses an opinion on each issue.
3. Avoid changing your mind merely to avoid conflict. Support only solutions with which you are able to agree at least somewhat.
4. Avoid applying "conflict-reducing" techniques (such as voting or trading concessions) too early in the process. Avoid entirely if possible.
5. View differences of opinion as a help, rather than a hindrance. They reveal issues that might otherwise be overlooked.

Rank	Item	Rationale
_____	Box of matches	_____
_____	5 lbs. of food concentrate	_____
_____	50 feet of nylon rope	_____
_____	Parachute silk	_____
_____	Portable heating unit	_____
_____	Two .45 caliber pistols	_____
_____	Cooler	_____
_____	Two 100-lb tanks of oxygen	_____
_____	Stellar map (of moon's constellations)	_____
_____	Chess set	_____
_____	Magnetic compass	_____
_____	5 gallons of water	_____
_____	20 signal flares	_____
_____	First aid kit	_____
_____	Solar-powered FM receiver/transmitter (50-mile transmission radius)	_____

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Name _____ Date _____

ASTRONAUT SURVIVAL ANSWERS

Directions: A set of possible "correct" answers for the "Astronaut Survival" activity follows. Some minor discrepancies between these and your answers may be justifiable, but most of your answers should match the following.

ITEM	CORRECT NUMBER	RATIONALE
Box of matches	15	No oxygen on moon, worthless
5 lbs. of food concentrate	4	Can live for some time without food
50 feet of nylon rope	6	For travel over rough terrain
Parachute silk	7	To carry other items, for shelter from hot sun
Portable heating unit	10	Lighted side of moon is hot, but could end up camping in shadow of mountain
Two .45 caliber pistols	11	Some use for propulsion
Cooler	9	Could be used to carry items and keep water cool, but not essential (food in no danger of spoiling since there are no microbes on moon)
Two 100-lb tanks of oxygen	1	No air on moon
Stellar map (of the moon's constellations)	3	Needed for navigation--more likely to starve with no map and food than with food and no map
Chess set	13	Of recreational value at least
Magnetic compass	12	Moon's magnetic field is unknown and may be unpredictable
Five gallons of water	2	You can't live long without water
20 signal flares	15	No oxygen on moon, worthless
First aid kit that	8	Oral medicines may be useful, but any injury exposes the skin is fatal
Solar-power FM receiver/ transmitter (50 mile transmission radius)	5	Communication

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Name _____ Date _____

ASTRONAUT SURVIVAL SCORING

Directions: Each group member should participate in calculating and double-checking the group's score. As a group member, you should do the following:

1. Score the differences between your *individual* answers and the correct answers. For example, if the answer was 9, and the correct answer was 12, the difference is 3. Therefore, 3 becomes your score for that particular item.

2. Total these numbers for an overall *individual* score.

3. Add all *individual* scores of your group members together and divide by the number of participants to arrive at an *average individual score*. Enter this number in the space provided below.

4. Now score the differences between the *group's* answers (the consensus) and the correct answers.

5. Total these numbers for an overall *group score*. Enter this number below.

6. Compare the scores you calculated with those calculated by your fellow group members. If any scores differ, reconcile the differences.

7. Compare the average individual score with the group score.

8. Discuss the value of building consensus.

Game Summary

Group Name _____

Average Individual Score _____

Group Score _____

Ratings

0 - 19	The unruffled eagle has landed!
20 - 29	A few scuffs on the helmet
30 - 39	Battered, but not broken
40 - 49	In the lunar intensive care unit
over 49	You're moon dust!

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Accepting Criticism

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	♦
1		8	♦
2		9	♦
3		10	
4		11	
5		12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	
Over 60 min.	♦

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	♦
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students use role playing and discussion to identify and evaluate different responses to constructive criticism.

MATERIALS AND PREPARATION

No special materials are needed for this activity

OBJECTIVE (specific student competency)

Evaluate the appropriateness of different responses to constructive criticism.

TEACHER ACTIVITIES

1. Challenge students to define *criticism* (the act of judging the merits or faults or someone or something). Write their definition on the board.
2. Acknowledge that criticism is often hard to accept, but emphasize that giving it constructively and taking it gracefully are important skills.
3. Discuss and give specific examples of constructive and destructive criticism. Use a student essay as an example. A teacher might say, "This is a poor effort; your grade is an F." But a more constructive critic/teacher might say, "Your essay suffers mostly from a lack of organization which can be improved with an outline and clear topic sentences."
4. Ask students to provide three positive options to use in responding to criticism. Some examples follow:
   a) "Thanks for reminding me."
   b) "I'm sorry. Thanks for bringing it to my attention."
   c) "Wow! Those are some great ideas. Thanks a lot."
   d) "Thanks. Do you have any other suggestions?"
5. Ask students to provide some examples of negative responses to criticism (e.g., argument, anger, denial, blaming, withdrawal, sabotage).
6. Ask students to form groups of four to create a role play that demonstrates constructive criticism and positive responses to it.

STUDENT ACTIVITIES

1. Define *criticism*. Does this word always imply something negative to you?
2. Remember that criticism is often hard to accept, but it is very important to be able to give and receive constructive criticism. Why?
3. Discuss and give specific examples of constructive and destructive criticism from your own experiences.
4. Suggest three good ways to respond to constructive criticism.
5. Provide examples of negative responses to criticism (e.g., argument, anger, denial, blaming, withdrawal, sabotage).
6. Form a group with three of your classmates and create a role play that demonstrates constructive criticism and positive responses to it.
7. Observe the role plays performed by your classmates and discuss the most effective responses.

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TEACHER ACTIVITIES (continued)

7. Observe the role plays and discuss the most effective responses.

ASSESSMENT (specific student performance)

Participate in a role play that identifies constructive criticism and positive responses to it.

RELATED OR OUTSIDE ACTIVITIES

- Videotape the role plays and give "Emmys" for the most effective performances.
- Create a rubric for your next writing assignment and challenge students to use it to give one another constructive criticism.

RELATED STANDARDS

Learner Outcomes

- Make informed decisions.
- Achieve results by interpretation, execution.
- Create product, process, performance.
- Work effectively in groups.

Education for Employment

- Recognize personal capabilities.
- Establish positive interpersonal relationships.
- Exhibit positive personal attributes and self-esteem.
- Apply speaking and listening skills.

National Career Development Guidelines

- Awareness of the importance of personal responsibility and good work habits.
- Skills to interact with others.

WDGM

- Connect Family, School, and Work.
- Work in Groups.
- Manage Conflict.

SCANS

- Participate in team efforts.
- Teach others new skills.
- Interpret and communicate information.
- Listen well and respond to verbal messages.
- Speak clearly and coherently.
- Demonstrate sociability and interpersonal skills.
- Demonstrate self-management and self-discipline.

NOTES

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Mud or Stars?

Curriculum Area	
General	
Lang. Arts	♦
Math	
Science	
Soc. Studies	
Art/Music	♦
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	♦
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	♦	10	
4	♦	11	
5	♦	12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	♦
Small Group	
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students differentiate between positive and negative outlooks, identify phrases as positive or negative, assess their own personal views, and write about how a positive outlook can lead to positive outcomes or experiences.

MATERIALS AND PREPARATION

- "Mud or Stars?" activity sheet

OBJECTIVE (specific student competency)

Recognize the benefits of a positive outlook and attitude.

TEACHER ACTIVITIES

1. Write the following quote on the board and ask students to discuss its meaning: "Two people looked out from prison bars; the one saw mud, the other stars."
2. Explain that whether you see "mud or stars" as you encounter various experiences depends upon your outlook toward life.
3. Ask students to contribute words or phrases that describe negative and positive outlooks. Develop two lists from the words they suggest. Label the lists "Mud" and "Stars."
4. Hand out the "Mud or Stars?" activity sheet. Ask students to check the boxes that could apply to them and assess their own responses when they have finished.
5. Explain to students that the statements they checked in the "Mud or Stars?" activity can not be interpreted as complete personality indicators. Everyone has both positive and negative feelings and attitudes. Outlooks on life often differ from day to day as well as from person to person.
6. Direct students to write a paragraph giving an example of how a positive outlook has resulted (or could result) in positive outcomes or experiences for them.

STUDENT ACTIVITIES

1. Think about the quote your teacher has written on the board, "Two people looked out from prison bars; the one saw mud, the other stars." What do you think it means? Share your ideas with the class.
2. Think of the types of words or phrases that indicate a positive or negative outlook. Share your thoughts with the class.
3. Complete the "Mud or Stars?" activity sheet and assess your own responses.
4. Write a paragraph giving an example of how a positive outlook has resulted (or could result) in positive outcomes or experiences for you.

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ASSESSMENT (specific student performance)

Identify words and phrases that indicate positive or negative attitudes, determine your personal outlook, and write about how a positive outlook has resulted in positive outcomes and experiences for you.

CURRICULUM INTEGRATION

Art/Music: Challenge students to create a bulletin board display illustrating positive attitudes. For example, students could include drawings to convey the expression, "When life give you lemons, make lemonade." Alternatively, students could design bumper stickers with positive sayings.

RELATED STANDARDS

Learner Outcomes

- Achieve results by interpretation, execution.
- Respond to aesthetics, intellectual aspects.

WDGM

- Integrate Growth and Development.

Education for Employment

- Recognize personal capabilities.
- Practice good health and safety habits.

SCANS

- Demonstrate self-management and self-discipline.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Understanding how to make decisions.
- Awareness of the importance of growth and change.
- Awareness of the importance of personal responsibility and good work habits.

NOTES

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Name _____ Date _____

MUD OR STARS?

Directions: Place a check mark in the box if you feel the phrase or sentence would be something you might say or think. When you have finished, assess your outlook. Conclude this activity by writing a paragraph giving an example of how a positive outlook has resulted (or could result) in positive outcomes or experiences for you.

MUD	STARS
❑ There's nothing good on TV. I'm bored.	❑ I'm really interested in this new book from the library.
❑ My mom is too busy to listen to me.	❑ I admire my parents for all they do for me.
❑ It's hard to make new friends.	❑ I like learning new things and sharing what I have learned with others.
❑ I'm afraid of things I haven't done before. The first day of school is awful.	❑ I enjoy meeting new people.
❑ School is too hard.	❑ I'm glad I have a nice teacher to help me after class.
❑ No one picks me to do group work.	❑ I like working in groups because the students can help each other.
❑ I can't do math.	❑ Every day I learn new things.
❑ My teacher doesn't like me.	❑ My teacher is trying to help me.

If most of your check marks are in the first column, this indicates you may sometimes have a negative outlook on life. We have all negative feelings at some times. The best we can do is to recognize our negative feelings and try to turn them around to more positive ones. We enjoy life more this way.

If most of your checks are in the second column, this indicates that you may often have a positive outlook. This optimism can bring you many rewarding experiences.

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Future Trends

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	♦
2		9	♦
3		10	♦
4		11	♦
5		12	♦
6		13+	♦

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	♦
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students complete a true/false quiz on future trends, and this quiz is used as a springboard for discussion of how these forecasts could affect their future career plans.

MATERIALS AND PREPARATION

- "What's Ahead?" activity sheet
- "Predictions of What's Ahead" student resource

OBJECTIVE (specific student competency)

Discuss some of the trends and forecasts of future life in the United States and develop a career plan that takes into account three of these trends.

TEACHER ACTIVITIES

1. Ask students what we mean when we make a prediction. Ask them for examples of predictions we hear every day (e.g., "It's going to be a hot summer" or "The football team is going to win").
2. Encourage students to make some broader speculations about how American society will change in the next decade with respect to the world economy, health care, technology, transportation, education, the family, etc.
3. Write these topics on the board as a discussion guide. (The discussion could be done in small groups.)
4. Make a list of the changes or predictions on the board.
5. Ask students to complete the "What's Ahead?" activity sheet, individually or in small groups.
6. Read and discuss the "Predictions of What's Ahead." Ask students why and how these predictions are made.
7. Ask students to describe how these trends might impact their career plans.
8. Direct students to develop their career plans taking into account at least three "Predictions of What's Ahead."

STUDENT ACTIVITIES

1. Discuss what we mean when we make a prediction. Think about the predictions you hear every day and offer some examples.
2. Make some speculations about the ways in which American society will change in the next decade with respect to the world economy, health care, technology, transportation, education, the family, etc.
3. Participate in the discussion of these changes.
4. Note the list of changes or predictions on the board.
5. Complete the "What's Ahead?" activity.
6. Read and discuss the "Predictions of What's Ahead" handout. Talk about why and how these predictions have been made.
7. Think about how these trends might influence your career plans. Share your thoughts with the class.
8. Develop a career plan taking into account at least three "Predictions of What's Ahead."

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ASSESSMENT (specific student performance)

Develop a career plan that takes into account at least three of the predictions for the future.

RELATED OR OUTSIDE ACTIVITIES

- Precede this activity with "Hottest Jobs for the 21st Century."
- Select topics from "What's Ahead?" to develop a unit of study on the future.
- Challenge the students to develop a list of businesses that, based on the information presented in this activity, are likely to succeed in the future.
- Ask the students to locate statements that predict the future in current newspapers and find information that either supports or challenges the statements.

ADAPTATIONS

- Read the statements aloud as the students complete the "What's Ahead?" activity sheet. Explain any new words or terms.

RELATED STANDARDS

Learner Outcomes

- Consider conditions that are different.

WDGM

- Solve Problems.
- Direct Change.

Education for Employment

- Develop responsibility for career planning.
- Develop awareness of labor market.
- Understand how the economy relates to employment.
- Recognize social institutions and values.
- Describe how individuals and organizations relate.

SCANS

- Acquire and evaluate information.
- Interpret and communicate information.
- Visualize by interpreting symbols, graphics, etc.

National Career Development Guidelines

- Awareness of the career planning process.
- Knowledge of the importance of self-concept.
- Awareness of how work relates to the needs and functions of society.
- Awareness of different occupations and changing male/female roles.
- Skills to understand and use career information.

NOTES

- Emphasize that the quiz is designed to stimulate discussion and that there are no right or wrong answers.

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Name _____ Date _____

WHAT'S AHEAD

Directions: The purpose of this exercise is to stimulate discussion about the future. *There are no right or wrong answers!* The following statements describe some conditions that may exist in the U.S. within the next 10 years. Nobody knows for sure what will happen in the future.) Circle **T** if you think the statement is true; circle **F** if you think the statement is false.

T	F	1. The U.S. economy will be the strongest in the world.
T	F	2. The American export business will be thriving.
T	F	3. Most of the population growth in the U.S. will take place in the South and East.
T	F	4. Minorities will comprise 49% of the U.S. population.
T	F	5. Young men and women will spend two years in compulsory government service.
T	F	6. People will change their jobs eight to ten times during their lifetimes.
T	F	7. People equipped with mini-transceivers will be able to speak to anyone, anywhere, at anytime.
T	F	8. Personal robots will do many household chores.
T	F	9. People will frequently travel by train.
T	F	10. Airline accidents and fatalities will be commonplace.
T	F	11. Home shopping television networks and channels will decrease.
T	F	12. The size of the federal government will increase to provide more services.
T	F	13. The expansion of technical knowledge will decline.
T	F	14. One piece of office equipment will combine a computer, fax, picture phone, and duplicator.
T	F	15. The use of artificial blood will become widespread.
T	F	16. Animal organs will be used for human transplants.
T	F	17. Most jobs that pay well will require advanced training.
T	F	18. Most people will work a four-day, 32 hour week.
T	F	19. Most new jobs will be generated by large business.

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T F 20. Four year colleges will offer students the most popular postsecondary programs.

T F 21. The school year will be longer and class sizes will be larger.

T F 22. Half of the service workers in the information industry will have flexible office schedules or will work at home.

T F 23. Most unskilled or semiskilled jobs in manufacturing will disappear.

T F 24. By 2000, the average life of a car in the U.S. will be 35 years..

T F 25. The "Youth Culture" will dominate society.

T F 26. International travel will become commonplace.

T F 27. Each taxpayer will pay an average of $500 a year to care for AIDS patients.

T F 28. Marriage rates will be up and divorce rates will be down.

T F 29. Day care centers will decline in number because more children will be cared for in their homes.

T F 30. Terrorist attacks will be more frequent.

T F 31. People will be afraid to take risks to start new businesses.

T F 32. Most health and life insurance carriers will expand their coverages and/or reduce their premiums (cost of coverage) for policy-holders with healthy lifestyles.

T F 33. People will smoke less, but will consume more alcohol.

T F 34. The hospitality (tourist) industry will be booming.

T F 35. Birthrates will be up.

T F 36. Medical knowledge will be doubling every 20 years.

T F 37. Money will be made in the development of creative computer software.

T F 38. The technical knowledge people worked with in the 1990's will represent only 1% of the technical knowledge they will have in 2050.

T F 39. Student financial aid will come mainly in the form of federal grants.

T F 40. People will use their personal computers to vote, file income tax returns, and take college entrance exams.

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A Look at Decision Making

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K	♦	7	
1	♦	8	
2	♦	9	
3	♦	10	
4		11	
5		12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	♦
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students are introduced to the decision-making process and learn, through large-group discussion, to differentiate between things done by necessity and things done by choice.

MATERIALS AND PREPARATION

- a classroom set of "yes" signs made from green construction paper
- a classroom set of "no" signs made from red construction paper

OBJECTIVE (specific student competency)

Identify "making choices" as a part of the decision-making process.

TEACHER ACTIVITIES

1. Create one "yes" sign (from green construction paper) and one "no" sign (from red construction paper) for each student. Inform students that they will use these signs in a decision-making exercise.
2. Ask students to name some of the things their parents require them to do (e.g., brushing teeth, eating certain foods, taking baths). Point out that they have little or no choice in these matters.
3. Discuss areas in life wherein students are permitted to make their own choices (e.g., inviting friends to play, planning how to spend allowances, selecting certain games to play).
4. Ask students how they decide what to do when they have a choice. Invite students to hold up "yes" and "no" signs to show what they would do in the following situations:
   a) You make a mess in the kitchen. Do you clean it up?
   b) A friend leaves a toy at your house. Do keep it?
   c) You find a candy bar on the kitchen counter. Do you eat it?
   d) You are late for class. Do you run down the hall?
   e) Your friend asks to use your bike. Do you let him or her?
   f) You are walking home. A nice lady asks if you want a ride in her car. Do you take it?

STUDENT ACTIVITIES

1. Receive one green "yes" sign and one red "no" sign from your teacher. You will use these signs in a decision-making exercise.
2. Share with the class some of the things you are expected to do every day. For example, your parents may require you to brush your teeth, eat certain foods, or take baths. You often have little or no choice in these matters.
3. Discuss areas of your life in which you are permitted to make your own choices (e.g., inviting your friends to play at your home, planning how to spend your allowance, selecting certain games to play).
4. Think about how you make choices. Listen to the situations your teacher describes and hold up a "yes" or a "no" sign to show what you would do.
5. Consider and discuss the following in each situation:
   a) What are your choices (alternatives)?
   b) What are the consequences of each alternative?
   c) What seems to be the best choice? How do you know?
   d) What do you do?
6. Discuss how important it is to think about as many alternatives and potential consequences as possible before making a decision.

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TEACHER ACTIVITIES (continued)

g) Your friend wants you to tell a lie. Do you?

5. Direct students to consider the following:
   a) What are the alternatives in each situation?
   b) What are the consequences of each alternative?
   c) What seems to be the best choice? Why?
   d) What do you do?
6. Discuss the importance of considering as many alternatives and potential consequences as possible before making a decision.
7. Emphasize that students will be allowed to make more choices as they mature. Challenge them to name some important decisions they will face in the future and to explain why decision-making skills are important.

STUDENT ACTIVITIES (continued)

7. Remember that you will be making more choices for yourself as you grow up. What are some of these choices? Why are decision-making skills important? Share your ideas with the class.

ASSESSMENT (specific student performance)

Describe how you went about making a recent decision.

RELATED OR OUTSIDE ACTIVITIES

- Use the "yes" and "no" signs for other classroom activities.
- Ask students to close their eyes and to respond to the same situations. Compare these responses to those given with eyes open. Discuss the effects of peer pressure on decision making.

RELATED STANDARDS

Learner Outcomes

- Make informed decisions.
- Recognize, define, and solve problems.
- Communicate strategies, objectives.

Education for Employment

- Recognize personal capabilities.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Understanding how to make decisions.
- Awareness of the career planning process.
- Awareness of the importance of growth and change.
- Skills to interact with others.

WDGM

- Make Decisions.

SCANS

- Interpret and communicate information.
- Listen well and respond to verbal messages.
- Speak clearly and coherently.
- Use decision-making skills.
- Reason by using logical thought processes.

NOTES

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Employability Checklist

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3		10	
4		11	♦
5		12	♦
6		13+	♦

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	♦
Under 30 min.	
30-60 min.	
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	♦
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	
Other Schools	
Community	
None	♦

INTRODUCTION

Students complete a checklist to determine if they have prepared themselves to find and hold a job in any career field. Students discuss their completed checklists in small groups and individually decide what steps they need to take to prepare themselves.

MATERIALS AND PREPARATION

- "Employability Checklist" activity sheet

OBJECTIVE (specific student competency)

Analyze your preparation for employment by completing and discussing a checklist.

TEACHER ACTIVITIES

1. Introduce the "Employability Checklist" by explaining that it is designed to help students take an inventory of the preparations they have made to enter the work world. Go over any words or terms the students may not understand.
2. Ask students to complete the "Employability Checklist." Stress that there are no right or wrong answers to the questions. Direct students to read through the items and indicate the steps (such as selecting a creating a resume) they have completed.
3. Place students in small groups when they have completed their checklists. Assign one topic from the checklist (Career Planning, Job Seeking or Job Keeping) to each group. Ask each group to discuss the questions related to their topic and to identify the four most important steps they need to take to prepare themselves for the work world.
4. Ask each group to share its results with the class. Challenge students to explain why they think some preparations are especially important. Discuss similarities and differences in the lists provided by the different groups.
5. Ask for volunteers to tell the class about the preparations they were "not sure" about. Discuss the nature of the students' uncertainties.

STUDENT ACTIVITIES

1. Complete the "Employability Checklist." There are no right or wrong answers to the questions.
2. Discuss the topic that your group has been assigned and identify the four most important steps students need to take to prepare themselves for the work world.
3. Share your results with the class. Explain why your group thinks some preparations are especially important.
4. Develop a three-point action plan to prepare yourself for the work world.

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TEACHER ACTIVITIES (continued)

6. Ask each student to develop a three-point action plan to prepare himself or herself for the work world.

ASSESSMENT (specific student performance)

Develop a three-point action plan to prepare yourself for the work world.

RELATED STANDARDS

Learner Outcomes

- Use criteria to evaluate.
- Work effectively in groups.

Education for Employment

- Recognize personal capabilities.
- Develop responsibility for career planning.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the benefits of educational achievement.
- Skills to interact with others.
- Awareness of how work relates to the needs and functions of society.
- Skills to understand and use career information.

WDGM

- Direct Change.
- Set and Achieve Goals.

SCANS

- Participate in team efforts.
- Interpret and communicate information.
- Exhibit self-esteem.

NOTES

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Name _____ Date _____

EMPLOYABILITY CHECKLIST

Directions: Complete the table by checking the appropriate response for each question. This is a self-assessment for discussion purposes; there are no right or wrong answers.

	Career planning Do you/Can you. . .	**Yes**	**No**	**Not sure**
1.	List in order the careers in which you are most interested?			
2.	Identify three career areas or clusters that match your interests?			
3.	Map several educational and/or training pathways to lead to your career area?			
4.	Describe an occupation ladder for your career that shows steps or levels for moving up (e.g., stocker, sales clerk, floor manager, store manager, vice president, etc.)?			
5.	Describe the factors that influence your lifestyle and how they might affect your career choices (e.g., your friends/family)?			
6.	Describe how risk-taking affects your career choices?			
7.	Describe the nature of the risks you are willing to take to achieve your career goals?			
8.	Describe what you most want to get from your career (e.g., money, power, pride, prestige, helping others, etc.)?			
9.	Describe the physical conditions in which you would be willing to work (e.g., loud or quiet, indoors or outdoors, etc.)?			
10.	Describe the hours you would agree to work (e.g., nine to five, night shift, weekends, etc.)?			
11.	Describe where you prefer to work (in the city, in the country, etc.)?			
12.	Identify the regional or geographic areas where you might find the career opportunities you are seeking?			
13.	List the requirements, tasks and duties of one job that interests you?			
14.	Define problems or decisions you have to make to reach your goals?			

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	Career planning Do you/Can you. . .	**Yes**	**No**	**Not sure**
15.	Identify some alternative ways to solve your problems or make decisions to reach your goals?			
16.	Tell how and where to find information to help you make decisions?			
17.	Find and use information that will help you predict how many jobs there will be in your interest areas at the local, state, and national levels today and in the future?			
18.	Know where and how to find information on getting money for education and training?			
19.	Negotiate with businesses or industries that might allow you to gain work experiences?			
20.	Understand and use the career information you collect?			
21.	Review and update your career plans regularly?			
	Job seeking Do you/Can you. . .	**Yes**	**No**	**Not sure**
1.	Choose three occupations that match your abilities, interests, education, and experience?			
2.	Know how to find out about job openings?			
3.	Identify and search the "hidden market" for your career area?			
4.	Set up a network to assist you in your search?			
5.	Find a mentor to counsel and support you?			
6.	Outline the steps to follow in applying for a job?			
7.	Create a descriptive resume that commands attention?			
8.	Write a convincing cover letter or application for a job?			
9.	Fill out a job application?			
10.	Describe how to set up an appointment for a job interview?			
11.	Describe the way you should dress for a job interview?			

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	Job seeking Do you/Can you. . .	**Yes**	**No**	**Not sure**
12.	Respond appropriately to questions during a job interview?			
13.	Formulate questions that would be proper to ask during a job interview?			
14.	Describe types of extra benefits you want in a job (e.g., retirement funds, sick leave, health insurance, vacation, etc.)?			
15.	Compose the appropriate thank you letters after your interviews?			
	Job keeping Do you/Can you. . .	**Yes**	**No**	**Not sure**
1.	Demonstrate a willingness to learn new skills?			
2.	Describe how salary or wages are figured for a specific job?			
3.	Describe how fringe benefits are figured for a specific job?			
4.	Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
5.	Describe the correct steps to take to apply for vacation or annual leave?			
6.	Describe what you should do if you have problems carrying out the duties and responsibilities of the job?			
7.	Explain how to handle problems with other employees on the job?			
8.	Describe why you need to be willing to make changes and to adjust in a work situation?			
9.	Describe what safety rules exist in a work situation?			
10.	Describe what steps to take if there are unsafe working conditions at a job site?			
11.	Know about employee rights and unfair discrimination practices in terms of sex, race, and age?			
12.	Explain what you should do if you feel you have been unfairly treated on the job because of sex, race, or age?			
13.	Describe how unions or professional groups can help you?			

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	Job keeping Do you/Can you . . .	**Yes**	**No**	**Not sure**
14.	Read and understand a pay statement or pay stub?			
15.	Calculate overtime pay?			
16.	Define "compensatory time"?			
17.	Figure out the amount of sick leave you have earned in a given situation?			
18.	Add the number of vacation days you have earned in a given work situation?			
19.	Give reasons employers promote employees and give them raises (e.g., "seniority" or number of years with the company, experience, attitude)?			
20.	Describe how to apply for a promotion in a work situation?			
21.	Explain how businesses regularly evaluate employees in a specific work situation?			
22.	Describe state and national laws and regulations that might affect your jobs (e.g., Unemployment and Worker's Compensation)?			
23.	Describe how to avoid being unhappy with your job ("work alienation" or "burnout")?			
24.	Identify reasons that people want or are forced to change jobs?			
25.	Outline the steps to take when leaving a job?			

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Name _____ Date _____

YOUR TIME LOG

Directions: Note how you spend your time during the next three days in the following table. When complete, review your log and see where you might better manage your time. Set one time management goal for next week.

Time	Day one	Day two	Day three
7:00 - 8:00 a.m.			
8:00 - 9:00 a.m.			
9:00 - 10:00 a.m.			
10:00 - 11:00 a.m.			
11:00 a.m.- noon			
noon - 1:00 p.m.			
1:00 - 2:00 p.m.			
2:00 - 3:00 p.m.			
3:00 - 4:00 p.m.			
4:00 - 5:00 p.m.			
5:00 - 6:00 p.m.			
6:00 - 7:00 p.m.			
7:00 - 8:00 p.m.			
8:00 - 9:00 p.m.			
9:00 - 10:00 p.m.			

Your time management goal for the next week:

_____

Explain how you plan to reach your goal:

_____

How will you evaluate your progress toward your goal?

_____

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Appendix D

Sample Activities For Parents*

Connect Family, School, and Work - "A Career in My Family" (Grade K-3)
Set and Achieve Goals - "Goal: Improving My Reading Skills" (Grades K-3)
Work in Groups - "What Can I Do Now?" (Grades 4-6)
Connect Family, School, and Work - "The Importance of Education" (Grades 7-9)

*All the activities can be found in the "How To...Career Activities for Every Classroom" series published by the Wisconsin Career Information System.

A Career in My Family

Curriculum Area	
General	
Lang. Arts	♦
Math	
Science	
Soc. Studies	♦
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	♦	10	
4	♦	11	
5	♦	12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	
Over 60 min.	♦

Outside Time	
None	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Activity Type	
Individual	♦
Small Group	
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	♦
Other Schools	
Community	
None	

INTRODUCTION

Students describe the career of one of their family members in brief presentations to their classmates. They are encouraged to use instructional aids in their presentations, such as short video/audio segments, photographs, pictures, or props.

MATERIALS AND PREPARATION

- "Family Career Questionnaire" activity sheet

OBJECTIVE (specific student competency)

Describe the career of one of your family members in a brief oral presentation to your classmates.

TEACHER ACTIVITIES

1. Ask students to name the careers pursued by members of their family and write these on the board.
2. Challenge students to think of a family member who has a career they would like to know more about.
3. Introduce the "Tell Me About Your Career" activity sheet. Suggest that the interview will be a good way to learn more about the career.
4. Go over the interview questions with students. Direct them to take goods notes of the answers they receive.
5. Model the "Tell Me About Your Career" interview process by role playing it with a student or another adult.
6. Challenge students to use the information from their interviews to plan and deliver lively and creative 3- to 5-minute oral presentations on their family members' careers. Encourage students to use props, such as photographs, pictures, models, recordings, etc., to illustrate the careers.
7. Provide constructive feedback and praise following each presentation.

STUDENT ACTIVITIES

1. Name the careers pursued by members of your family.
2. Think of a family member who has a career you would like to know more about.
3. Study the "Tell Me About Your Career" interview activity.
4. Remember that you will need to take goods notes of the answers you receive.
5. Watch your teacher demonstrate the "Tell Me About Your Career" interview process.
6. Interview your family member and take detailed notes.
7. Use the information you have gathered to plan a lively and creative 3- to 5-minute presentation about your family member's career. Use props, such as photographs, pictures, models, recordings, etc., to illustrate the career.
7. Pay close attention to the presentations of your classmates and praise them for their good work.

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ASSESSMENT (specific student performance)

Make a lively and creative 3- to 5-minute presentation to your classmates on the career of one of your family members.

RELATED OR OUTSIDE ACTIVITIES

- Videotape the student presentations.
- View and discuss the *Children's Dictionary of Occupations* video, *A First Look at Careers.*
- Encourage family members to participate in the student presentations.
- Invite family members to view the presentations.

ADAPTATIONS

- Identify other working adults who are willing to assist students unable to interview family members.

RELATED STANDARDS

Learner Outcomes

- Achieve results by interpretation, execution.
- Create product, process, performance.
- Identify a need for information and locate it.

Education for Employment

- Establish positive interpersonal relationships.
- Demonstrate clear, effective writing skills.
- Apply speaking and listening skills.

National Career Development Guidelines

- Awareness of the relationship between work and learning.
- Understanding how to make decisions.
- Skills to understand and use career information.
- Awareness of how work relates to the needs and functions of society.
- Awareness of the importance of personal responsibility and good work habits.

WDGM

- Connect Family, School, and Work.

SCANS

- Allocate human resources and plan work.
- Interpret and communicate information.
- Communicate clearly and effectively in writing.
- Listen well and respond to verbal messages.
- Speak clearly and coherently.
- Think creatively.
- Know how to learn efficiently.
- Exhibit self-esteem.
- Demonstrate sociability and interpersonal skills.

NOTES

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Name _____ Date _____

FAMILY CAREER QUESTIONNAIRE

Directions: Ask your family member the following questions about his or her career. Take notes and/or use a tape recorder as you conduct your interview. Use this information to create your presentation.

Note to Parents: Students are encouraged to be creative in their 3-5 minute presentation to classmates. They can use any props, such as pictures, models, displays, video/audio recordings, etc., that would help to explain the work you do.

1. What is your job title?

2. How did you find your job? (Newspaper ad, employment agency, personal contact, etc.)

3. What made you decide to work in this career area (by chance, parent's influence, personal interest, first available job, etc.)?

4. Is this a traditional job for a person of your gender?

5. What qualifications did you have for your job?

6. What duties do you have on a typical day?

7. What do you like best about your work?

8. What do you like least about your work?

9. When you were in grade school, what career dreams did you have?

10. Did your dreams come true? Why? Why not?

11. If you could have your dream career today, what would it be?

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Goal: Improving My Reading Skills

Curriculum Area	
General	♦
Lang. Arts	♦
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K	♦	7	
1	♦	8	
2	♦	9	
3		10	
4		11	
5		12	
6		13+	

In-Class Time	
Under 30 min.	
30-60 min.	
Over 60 min.	♦

Outside Time	
None	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Activity Type	
Individual	
Small Group	
Whole Class	
Outside Class	♦

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	♦
Other Schools	
Community	
None	

INTRODUCTION

Students set goals and make plans to improve their reading skills by reading selections from their favorite story books to their classmates.

MATERIALS AND PREPARATION

- "My Reading Goal" activity sheet

OBJECTIVE (specific student competency)

Improve your reading skills by reading a selection from your favorite story book to your classmates.

TEACHER ACTIVITIES

1. Explain what is meant by a *goal* (an end or objective) and why goal setting is important.
2. Encourage each student to set a goal to improve his or her reading skills by reading aloud to the class.
3. Ask students to select one of their favorite books from home or the library to read to their classmates. Some students may choose to read only a page or two.
4. Ask students to select the sections of their books that they wish to read and to use bookmarks to locate these sections quickly.
5. Send the activity sheet, "My Reading Goal," home with the students a few days before the student classroom readings. Ask parents or guardians to assist their children by completing the information, listening to them read aloud, and helping them with any unknown words.
6. Ask students to read their selections to their classmates. You may wish to spread this activity out over several days.
7. Recognize students by placing a symbol and the date on the "My Reading Goal" activity sheet.

STUDENT ACTIVITIES

1. Set a goal to read your favorite story aloud to your classmates.
2. Find one of your favorite books from home or the library and decide which part you would like to read. Mark it in your book with a strip of paper.
3. Take the activity sheet, "My Reading Goal," home to your parents and ask them to help you with the writing and to listen to you read aloud and help you with any words you do not know.
4. Read your story to your classmates.
5. Congratulations! You have reached your goal!

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ASSESSMENT (specific student performance)

Identify the reading goal you set and demonstrate how you reached it by reading the material you selected.

CURRICULUM INTEGRATION

All Subject Areas: Students can set goals in all subject areas (e.g., math facts or physical/social skills) and develop plans to achieve them.

RELATED OR OUTSIDE ACTIVITIES

- Follow this activity with "Goal: Improving My Math Skills."
- Ask students to draw pictures of themselves achieving their goals.
- Invite some students from the upper grade levels in the school to come into the classroom to talk about their goals.

RELATED STANDARDS

Learner Outcomes

- Create product, process, performance.
- Communicate strategies, objectives.
- Identify personal interests and goals.

Education for Employment

- Recognize personal capabilities.
- Identify and develop personal interests.
- Accept responsibility for doing the job well.
- Demonstrate reading comprehension skills.
- Apply speaking and listening skills.

National Career Development Guidelines

- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Knowledge of the importance of self-concept.
- Understanding how to make decisions.
- Awareness of the career planning process.
- Awareness of the importance of personal responsibility and good work habits.

WDGM

- Set and Achieve Goals.

SCANS

- Interpret and communicate information.
- Monitor and correct system performance.
- Read with comprehension and critical reasoning.
- Speak clearly and coherently.
- Demonstrate responsibility by persevering.
- Exhibit self-esteem.
- Demonstrate self-management and self-discipline.

NOTES

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Name _____ Date _____

MY READING GOAL

Directions to Students, Parents and/or Guardians: The purpose of this activity is to introduce students to the goal-setting process. Parents and/or guardians can help their children complete the following steps toward their goals.

1. Help your child find one of his or her favorite books.
2. Help your child select one or more pages from the book to read aloud in class.
3. Mark the page in some way so your child can find it easily.
4. Help prepare your child to read the page (or pages) aloud in class. Listen to him or her read the selection several times. Assist with word pronunciations and/or meanings. Ask your child to explain the reading in his or her own words.
5. Help your child write complete answers to numbers 1 and 2 below.
6. Congratulate your child on his or her achievement when the goal is reached.
7. Consider this process to help your child set additional goals.

_____'s Reading Goal
(Student)

1. The book I will read from:

   _____

2. Who helped me:

   _____
   (Parent or guardian)

3. I did it!

   _____
   (Teacher will insert date.)

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What Can I Do?

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	
Nat. Rsrc./Ag.	

Grade Levels			
K		7	
1		8	
2		9	
3	♦	10	
4	♦	11	
5	♦	12	
6		13+	

In-Class Time	
Under 30 min.	♦
30-60 min.	
Over 60 min.	

Outside Time	
None	
Under 30 min.	♦
30-60 min.	
Over 60 min.	

Activity Type	
Individual	♦
Small Group	
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	♦
Other Schools	
Community	
None	

INTRODUCTION

Students assess their abilities to perform various household tasks and ask their parents to make similar assessments. Students then contract with parents to learn and perform new tasks.

MATERIALS AND PREPARATION

- "Household Tasks" activity sheet
- "Sample Contract For Tasks" activity sheet

OBJECTIVE (specific student competency)

Take responsibility for household duties and for acquiring new skills.

TEACHER ACTIVITIES

1. Ask students to complete the first section of the "Household Tasks" activity sheet.
2. Ask students to take the activity sheets home and have a parent (or other adult in the home) indicate whether or not they could do these tasks.
3. Ask students to choose one new task that both they and their parents believe they could do without much supervision.
4. Direct students to develop a "Contract for Tasks" that includes what they will do and for what length of time. Students may also want to use this contract to inform their parents about tasks they would like to assume.
5. Ask students to return "Household Tasks" and "Contract for Tasks" when all have been concluded. Use this information to discuss the following:
   a) What jobs did their parents most often think they could do?
   b) What jobs did the students check that the parents did not check?
   c) Why did the parents choose the tasks they did?
   d) Did anyone's parent check all the same tasks that the student had checked?
   e) What contracts did the students enter with their parents or guardians?
   f) Did everyone fulfill their contract? Why or why not?

STUDENT ACTIVITIES

1. Think about the chores that you and your family members do. Are there any jobs that you do not do that you think you could?
2. Complete the first page of the "Household Tasks" activity sheet.
3. Ask your parent or guardian to fill in the "How often should the task be done?" column.
4. Choose a new task (one that you do not currently do at home) that both you and your parent believe you could do. (If you feel strongly that you could do something your parent doesn't think you can, you may still choose this task and bargain for the chance to try it.)
5. Give yourself the chance to do this new task by completing and having your parent sign the "Contract for Tasks" sheet.
6. Hold up your end of the contract. How does it feel to perform a new task? Tell your classmates what happened and how you feel.

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TEACHER ACTIVITIES (continued)

6. Discuss the various ways in which contracts are used in our society (social/legal contracts such as marriage and adoption; property, business, work and sales agreements, etc.).

ASSESSMENT (specific student performance)

Develop a contract in which you agree to learn and to perform a new task in your home.

RELATED STANDARDS

Learner Outcomes

- Achieve results by interpretation, execution.
- Identify personal interests and goals.

Education for Employment

- Recognize personal capabilities.
- Demonstrate commitment and loyalty to the job.
- Accept responsibility for doing the job well.

National Career Development Guidelines

- Knowledge of the importance of self-concept.
- Awareness of the relationship between work and learning.
- Understanding how to make decisions.
- Awareness of the benefits of educational achievement.
- Skills to interact with others.
- Awareness of the interrelationship of life roles.
- Awareness of the importance of personal responsibility and good work habits.

WDGM

- Connect Family, School, and Work.
- Work in Groups.

SCANS

- Negotiate agreements and resolve conflicts.
- Understand how to work within systems.
- Demonstrate responsibility by persevering.
- Demonstrate self-management and self-discipline.

NOTES

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Name _____ Date _____

HOUSEHOLD TASKS

Directions: Complete the following table with the help of your parent or guardian. Then use the contract form on the next page to reach an agreement on taking on new duties at home.

Task	Who does it now?	Could you do it? Yes or No?	Does your parent think you could?	How often should the task be done?
Clean bathroom	*Dad*	*Yes*	*Yes*	*Once a week*
Clean your room				
Write a thank you letter				
Make breakfast				
Make dinner				
Pack your lunch				
Care for plants				
Pack lunch for sister or brother				
Care for pet				
Vacuum carpets				
Wash and put away dishes				
Fold laundry and put away				
Clean out the garage or basement				
Babysit with younger children				
Wash the car				
Bake cookies				
Take out trash				
Separate trash for recycling				
Other:				
Other:				

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Name _____ Date _____

Directions: Look at the first contract which is an example that you can follow when you enter a contract with your parent or guardian.

SAMPLE CONTRACT FOR TASKS

Dear *Mom and Dad*,

During the week of *October 5-11*, I agree to

feed the dog (task) *every day* (frequency) as a way of helping the family.

In return, I would like to ask you to help me to *make pizza*.

Signatures: _____ (student)

_____ (parent/guardian)

STUDENT AND PARENT CONTRACT

Dear _____,

During the week of _____, I agree to

_____ (task) _____ (frequency) as a way of helping the family.

In return, I would like to ask you to help me learn to _____.

Signatures: _____ (student)

_____ (parent/guardian)

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The Importance of Education

Curriculum Area	
General	♦
Lang. Arts	
Math	
Science	
Soc. Studies	
Art/Music	
Bus./Mktg.	
Comp. Sci.	
Fam./Cons.	
Health/P.E.	
Media Studies	
Tech. Ed.	♦
Nat. Rsrc./Ag.	

Grade Levels			
K		7	♦
1		8	
2		9	
3		10	
4		11	
5	♦	12	
6	♦	13+	

In-Class Time	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Outside Time	
None	
Under 30 min.	
30-60 min.	♦
Over 60 min.	

Activity Type	
Individual	♦
Small Group	
Whole Class	
Outside Class	

Outside Involve.	
Other Teachers	
Counselor/Staff	
Computer Lab	
Parents	♦
Other Schools	
Community	
None	

INTRODUCTION

Students interview adult workers about the education and/or training they needed to be hired for their current positions. Students compile the information from their interviews and draw conclusions about the importance of education and/or training as a foundation for specific occupations.

MATERIALS AND PREPARATION

- "Work and Education Survey" activity sheet
- cardboard
- markers
- crayons
- chart paper
- *Occupations Digest*

OBJECTIVE (specific student competency)

Analyze occupations in terms of the education and/or training required to enter them.

TEACHER ACTIVITIES

1. Ask each student to select an occupation they would like to know more about.
2. Ask each student to make a cardboard tag with the name of the occupation on it. Display these cards in the classroom.
3. Point out the educational and/or training requirements for the occupations the students have selected. Use the *Occupations Digest* as a resource.
4. Encourage students to discuss the education and/or training requirements for the occupations they have selected. Are they really necessary? Why?
5. Motivate students to conduct the "Work and Education Survey" of five adult workers they know to find out how important their education and/or training has been in their work lives. (Surveys could be taken over the telephone.)
6. Ask each student to place the results of his or her surveys into a table. Have students use the tables to summarize what they found out about education and training.
7. Compile the results of all student surveys into one table.

STUDENT ACTIVITIES

1. Select an occupation you would like to know more about.
2. Make a cardboard tag with the name of the occupation on it to display in the classroom.
3. Discuss the educational and/or training requirements for the occupations you and your classmates have selected. Are they really necessary? Why?
4. Conduct a "Work and Education Survey" of five adult workers you know to find out how important their education and/or training has been in their work lives.
5. Place the results of your surveys into a table. Use the table to summarize what you found out about education and training.
6. Take note of the results of all student surveys as they are compiled into one table.
7. Help your group create graphs reflecting the overall survey findings (including such things as percentage of jobs requiring a high school education, percentage requiring a four-year college degree, etc.).

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TEACHER ACTIVITIES (continued)

8. Place students in small groups. Ask each group to create graphs reflecting the overall survey findings (including such things as percentage of jobs requiring a high school education, percentage requiring a four-year college degree, etc.).
9. Lead a discussion of the survey results and the conclusions drawn by students.
10. Help students reorganize their occupational card display to reflect the education and/or training required for each job.

STUDENT ACTIVITIES (continued)

8. Discuss the survey results and draw conclusions.
9. Help reorganize the classroom occupational card display to reflect the education and/or training required for each job.

ASSESSMENT (specific student performance)

Make a statement about the importance of education and/or training for an occupation that is backed up with information from the survey taken by the class.

CURRICULUM INTEGRATION

Technology Education: Challenge students to use computer software to create their tables and graphs.

RELATED STANDARDS

Learner Outcomes

- Respond to relevant information.
- Achieve results by interpretation, execution.
- Create product, process, performance.
- Defend a position using multiple sources.
- Develop and test a hypothesis.
- Consider conditions that are different.
- Identify personal interests and goals.

WDGM

- Connect Family, School, and Work.
- Direct Change.

Education for Employment

- Develop awareness of labor market.
- Use reasoning and problem-solving skills.
- Recognize social institutions and values.
- Describe how individuals and organizations relate.

National Career Development Guidelines

- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Knowledge of the importance of self-concept.
- Awareness of the career planning process.
- Skills to understand and use career information.
- Understanding how to make decisions.

SCANS

- Allocate human resources and plan work.
- Acquire and evaluate information.
- Organize and maintain information.
- Interpret and communicate information.
- Listen well and respond to verbal messages.
- Speak clearly and coherently.
- Demonstrate sociability and interpersonal skills.

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Name _____ Date _____

WORK AND EDUCATION SURVEY

Directions: Make an appointment with five adult workers you know to find out about the education and/or training that is required for their occupations. Ask each person the following questions.

Name or initials of person interviewed: _____

What is your occupation? _____

What are your principal duties and/or responsibilities? _____

_____

_____

How much education is required for this occupation? (Check all that apply)

_____high school _____technical school _____four-year college _____graduate degree

What kind of training required for position? (Check all that apply)

_____apprenticeship _____internship or residency _____on-the-job training _____special classes

What additional education and/or training do you desire or need to improve your on-the-job performance? Ask specifically what is needed, why is it needed, and where can it be obtained.

_____

_____

_____

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Sun Prairie Articulation Process

The Sun Prairie (Wisconsin) School District developed a strategy for implementing the district's developmental guidance system. Counseling staff members describe the following steps.

- Counseling staff members met with the school board to describe the developmental guidance program, the existing curriculum, and goals for further integration of developmental competencies and the curriculum. Board members asked staff members to document the integration of the curriculum (prekindergarten through grade 12) into other curricular areas.
- Counselors then met with department chairpersons to identify and document lessons and activities that integrated a selected competency. Administration supported counselors' need for time to succeed.
- One counselor from each level organized this information on grids to illustrate activities for the competency in each of the domains. The grids were color-coded to show the three domains and showed the sequential and developmental curriculum.
- Counselors shared the results with the school board and administration and described the connection to school board goals and three long-range goals of the developmental guidance program.
- After receiving positive feedback from the school board and administration, counseling staff members met again with department chairpersons to document activities for the remaining competencies and developed grids listing the activities.
- The director of pupil services and director of instruction shared the completed information with the school board.
- Counseling staff members used the crosswalk (Appendix F) to align the existing curriculum with the new Wisconsin Developmental Guidance Model (WDGM) competencies.
- By comparing the definition and rationale of the new competencies with the student expectancies for student goals (the 1986 competencies), counselors identified additional areas that were being met by the new competencies (additional X's in the adapted crosswalk).
- The new competencies follow this outline.

  Domain: Educational
  Competencies:
  Student Goal:
  Student Expectancies:
  a.
  b.
  c.

These outlines replace the old outlines in front of each guidance unit in Sun Prairie's guidance curriculum.

- Individual lesson pages in Sun Prairie's curriculum list student expectancies identified for the activity and do not need changing.
- Sun Prairie's curriculum remains flexible. New lessons supporting competencies by addressing student expectancies can be added when needed. Counselors meet the individual needs of their building (at the elementary level) by selecting activities that address these unique needs, yet support the WDGM competencies.
- Sun Prairie's next task is to document the remaining guidance program components:
  —individual planning services
  —responsive services
  —system support services

Crosswalk from Previous Competencies

Elementary School (K-6) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Understand the school environment and what is expected of stuents.	X			X					X
Understand strengths, abilities, and how to learn most effectively.						X			
Understand relationships among ability, effort, and the quality of school achievement.	X					X			X
Understand how to assess learning needs and where to seek help.		X					X	X	
Understand the process of setting meaningful school achievement goals.								X	X
Exhibit conflict-resolution skills with adults and peers.					X				
Exhibit respect for individual freedoms and rights of self and others.	X		X	X		X			
Understand the consequences of actions for self and others.	X							X	
Understand the influence that physical, emotional, and intellectual behaviors have on one another.						X			

Crosswalk from Previous Competencies

Elementary School (K-6) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Be aware of own emotional, physical, and intellectual development.						X			
Learn to communicate with peers and adults in various home, school, and community settings	X			X					
Exhibit positive attitudes toward school, family, and self.	X			X					
Understand the concept of ongoing change in school, home, and community lives.						X			
Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.			X						
Acquire knowledge about different occupations and changing male/female roles.			X						
Become aware of personal interests and preferences.						X			
Learn how to cooperate and coexist with others in work and play.				X					
Understand what it means to work and how school work relates to future plans.							X	X	X
Become aware of worlds beyond the immediate experience.							X		

Crosswalk from Previous Competencies

Middle/Junior High School (7-9) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Develop internal academic motivation.						X	X		
Develop good study skills.								X	X
Develop a sense of the future and how to move toward it.							X		
Understand strengths and abilities and how to learn most effectively.						X		X	
Exhibit problem-solving skills.		X							
Understand physical, emotional, and intellectual growth and development.						X			
Develop self and social concept.	X					X			
Understand and develop peer relationships.	X								
Exhibit positive attitudes toward school, family, and self.	X								
Learn to communicate with parents.	X			X					
Learn to cope with life's pressures, challenges, defeats, and successes.		X			X				
Learn to deal with ongoing changes in personal and academic life.							X		
Understand decision-making skills.								X	

Crosswalk from Previous Competencies

Middle/Junior High School (7-9) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Learn to cope with transition in school, home, and community lives.						X	X		
Become informed about alternative educational and vocational choices and preparations for them.								X	
Relate personal interests to broad occupational skills.						X		X	
Understand and use communication skills.	X		X	X	X				
Learn human conflict management with adults and peers.					X				
Learn that sex-role stereotyping, bias, and discrimination limit choices, opportunity, and achievement.			X						

Crosswalk from Previous Competencies

High School (10-12) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Understand learning abilities and how best to apply them.						X			
Become informed about self through assessment techniques.						X			
Learn to set realistic goals and develop strategies to reach them.								X	X
Understand the school curriculum and the impact course selection will have on future plans.							X	X	X
Understand the school environment and what is expected.	X			X					
Understand physical, emotional, intellectual growth and development.						X			
Learn to cope with change and plan for the future.		X					X		X
Learn human conflict-resolution skills with adults and peers.					X				
Understand and appreciate one's own capabilities and those of others.			X						
Understand personal relationships and how to establish an independent identity.	X								
Take responsibility for personal decisions.		X						X	
Understand and develop decision-making skills.								X	

Crosswalk from Previous Competencies

High School (10-12) Competencies	Connect Family, School, and Work	Solve Problems	Diversity	Work in Groups	Manage Conflict	Integrate Growth	Direct Growth	Make Decisions	Goals
Understand the world of work and its expectations for employment.	X								X
Become informed about education and work alternatives.		X						X	
Understand continuous changes of male and female roles and how this relates to career choice.			X						
Develop the interpersonal skills necessary for harmony in the workplace.				X	X				
Become informed about up-to-date employment opportunities during and after high school.		X						X	
Form tentative career goals and strategies to teach them.							X		X
Understand lifestyle preferences and relate them to occupational interests.	X		X			X		X	

State Guidance and Counseling Requirements

Standard (e) requires that school districts plan and implement a program to provide guidance and counseling services to all pupils enrolled in the district. The program shall be planned and implemented to meet age- and grade-level appropriate personal, social, educational, and career/vocational child development and learning needs. Consistent with the school district goals for education, the program will foster lifelong attitudes toward learning and career/employment goals as well as positive attitudes toward self, family, and society.

Research on school and life success clearly demonstrates that quality elementary and secondary guidance and counseling programs that address personal, social, learning, and career/vocational needs enables parents and students to better cope with the many challenges and opportunities occurring during the school-age years. Counseling and guidance services include instruction, individual counseling, group interaction, and a variety of other activities. Other pupil services staff, parents, and community human services resources must be part of the total program to ensure that all students are assisted and supported as they grow and mature.

Department of Public Instruction (DPI) staff assist districts in the design, implementation, evaluation, and refining of guidance and counseling programs. Ongoing DPI collaboration with and review of university school counselor preparation programs in Wisconsin ensure quality control in the preparation and continuing education of school counselors. Federal support through the Carl Perkins Vocational and Applied Technology Education Act administered by DPI enables school districts and CESAs to develop, expand, and improve career/vocational/employment guidance programs. The department publishes resource guides, program models, and other materials to be used by school districts to develop and maintain quality school guidance and counseling programs. The department also works closely with the Wisconsin School Counselor Association (WSCA) and other pupil services professional organizations to better coordinate services to children and families.

Administrative Rule

PI 8.01(2)(e). Each school district board shall provide a program of guidance and counseling services for all pupils, which meets all of the following requirements:

1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.
2. The program shall be developmentally based and available to every pupil in every grade of the school district.
3. The program shall be:
   a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
   b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
4. The program shall provide developmentally appropriate educational, vocational, career, personal and social information to assist pupils in problem solving and in making decisions.
5. The program shall include pupil appraisal, postsecondary planning, referral, research and pupil follow-up activities.

Definition of Terms

Counseling. The active personal process of guiding an individual or group in personal problem solving and decision making regarding personal, social, educational, and career/vocational/employability goals and aspirations.

Follow-up activities. Activities concerned with finding out what happens to students after they leave school. Gathering information from school leavers can assist the school to determine the adequacy of the educational experience in terms of preparing students for work or additional education. This information can be used to modify programs or specific services such as guidance and

counseling. (Not a legal definition; provided for guidance only.)

Guidance. The process of leading, directing, or advising through a program of services that provides students with information, support, instruction, and encouragement to assist them in developing personal, social, educational, and career/ vocational/ employability skills.

Placement. Helping students make informed decisions about an appropriate curriculum, subjects within the curriculum, extracurricular activities, and special groups or opportunities in school or the community. Placement also includes assisting students to secure part-time, summer, and full-time employment after their school careers are terminated and to enroll in postsecondary educational and training situations. (Not a legal definition; provided for guidance only.)

Pupil appraisal. The gathering and organizing of a sufficient variety of information from students so that adequate data are available on personal abilities, interests, attitudes, health, and other needs pertaining to personal, social, learning, and career/vocational development. (Not a legal definition; provided for guidance only.)

School guidance and counseling program. A written plan for the design and systematic delivery of developmentally based guidance and counseling services available to all pupils enrolled in the district.

Developmentally based. In accord with age- and grade-level child development and learning needs and competencies.

Related Standards

Standard (l). In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board shall provide pupils with an introduction to career exploration and planning.

Standard (m). Provide access to an education-for-employment program.

Standard (n). Develop a plan for children at risk under s. 118.153, Stats.

Standard (t). Provide access to an appropriate program for pupils identified as gifted and talented.

Meeting Standard (e)

Requirement	*Example of Documentation*
Provide guidance and counseling to all students.	• District plan and policy to provide service.
Maintain a school-board-approved plan for the program of counseling and guidance services.	• Written program plan with provisions for annual update and review.
The program be developmentally based, systematically planned, and provided by licensed school counselors.	• Document the child development and learning model used to determine student outcomes. Document program design and implementation procedures. Document evidence of counselor certification.
The program be planned and provided in collaboration with other licensed pupil services staff, teachers, parents, and community health and human service professionals.	• Document in the program plan and implementation that counseling and guidance services are coordinated with those provided by other pupil services staff, teachers, parents, and community resources.
The program provide developmentally appropriate edcational, vocational, career, personal, and social information; pupil appraisal; post-secondary placment; pupil referral; research; and pupil follow-up activites.	• Document ways in which the program activities provide the listed pertinent areas of counseling and guidance services.

ASCA Ethical Standards for School Counselors

Preamble

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors were developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of this document are to

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

A. Responsibilities to Pupils

The school counselor

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.

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10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. Responsibilities to Parents

The school counselor

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about the counselee only with those persons properly authorized to receive such information.
6. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

C. Responsibilities to Colleagues and Professional Associates

The school counselor

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.
2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. Responsibilities to the School and Community

The school counselor

1. Supports and protects the educational program against any infringement not in the best interest of pupils.
2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self

The school counselor

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

F. Responsibilities to the Profession

The school counselor

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.
2. Conducts appropriate research and reports findings in a manner consistent with accept-able educational and psychological research practices.
3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. Maintenance of Standards

Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these *Ethical Standards for School Counselors* or the AACD *Ethical Standards,* the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.
2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   —local counselor association
   —state counselor association
   —national counselor association

Resources

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State Organizations

Association of Wisconsin School Administrators
Tim Laatsch, executive director
4797 Hayes Road, Suite 1
Madison, WI 53704-3292
(608) 241-0300

Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(608) 263-2929
1-800-446-0399
cewmail@soemadison.wisc.edu
http:\\www.cew.wisc.edu

Higher Educational Aids Board
Valorie Olson, executive secretary
131 W. Wilson Street, Suite 902
Madison, WI 53703
(608) 267-2206

School Nurses Organization of Wisconsin
Donna McGinley, RN, president
508 Grayside Avenue
Mauston, WI 53948
(608) 847-5616

Wisconsin Association for Middle Level Education
Kathy Jochman, executive coordinator
5839 Woodland Drive
Waunakee, WI 53597
(608) 849-4888
wamle@earthlink.net
http:\\www.athenet.net/~wamle
Robert Stone, president
129 Houdna Hall
Platteville, WI 53818
1-800-208-7041
stoner@uwplatt.edu

Wisconsin Association for Supervision and Curriculum Development
Mead Hansen, executive secretary
560 Highway 42
Sturgeon Bay, WI 54236
(920) 856-6576

Wisconsin Association of School Boards
Nancy Thompson, president
122 W. Washington Ave., Suite 400
Madison, WI 53703
(608) 257-2622

Wisconsin Association of School District Administrators
Tim Gavigan
4797 Hayes Road
Madison, WI 53704
(608) 242-1090

Wisconsin Association of Secondary Vocational Administrators
Jim Schultz, president
223 Elm High Drive
Edgerton, WI 53534
(608) 884-9402

Wisconsin Business Education Association
Donna Weidman, president
3112 Mercury Ave.
Eau Claire, WI 54703-0909
(715) 835-7735

Wisconsin Career Information System
1074 Educational Sciences Unit 1
1025 West Johnson Street
Madison, WI 53706
(608) 263-2725
1-800-442-4612

Wisconsin Congress of Parents and Teachers
(Wisconsin PTA)
Jane Shibilski, president
4797 Hayes Road, Suite 2
Madison, WI 53704-3256
(608) 244-1455

Wisconsin Council of Administrators
of Special Services
Don Zander, president
Ashwaubenon School District
1055 Griffiths Lane
Green Bay, WI 54304-5599
(920) 492-2905

Wisconsin Counseling Association (WCA)
Curt Hossman, president
226 Palmer Parkway
Lodi, WI 53555

Wisconsin Department of Administration
101 East Wilson Street
P.O. Box 7864
Madison, WI 53707-7864
(608) 266-1741

Wisconsin Department of Health and Family
Services
1 West Wilson Street
Madison, WI 53703
(608) 266-1865

Wisconsin Department of Workforce Development
201 East Washington Avenue
P.O. Box 7946
Madison, WI 53707-7946
(608) 266-3131

Wisconsin Department of Public Instruction
Deborah Bilzing
School Counseling Program Consultant
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-2829
1-800-441-4563

Wisconsin Education Association Council
Terry Craney, president
P.O. Box 8003
Madison, WI 53708-8003
(608) 276-7711
http:\\www.weac.org

Wisconsin Educational Media Association
Terri Iverson, president
1835 Ridgeview Acres
Platteville, WI 53818
(608) 822-3276 (work)
(608) 348-3774 (home)

Wisconsin Federation of Pupil
Services Associations
Roger Berg, president
830 Virginia Avenue
Sheboygan, WI 53083
(414) 459-3503 (work)
(414) 458-7899 (home)
rberg@mail.tcbi.com

Wisconsin Federation of Teachers
Mary Ann Braithwaite, president
1334 Applegate Road
Madison, WI 53713-3184
(608) 277-7700 (work)
1-800-362-7390
mbraithw@aftemail.attmail.com

Wisconsin Improvement Program
James Wickman, director
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-9352
1-800-441-4563

Wisconsin Indian Education Association
Sharon Cloud, president
Native American Center
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-3576

Wisconsin School Counselor Association
Sandi Stanton, president
633 West MacArthur
Eau Claire, WI 54701
(715) 839-2838 (work)
(715) 878-4867 (home)

Wisconsin School Psychologists Association
Roger Berg, president
830 Virginia Avenue
Sheboygan, WI 53083
(414) 459-3503 (work)
(414) 458-7899 (home)
rberg@mail.tcbi.com

Wisconsin School Social Workers Association
Sheila Harris, president
1503 West Hopkins
Milwaukee, WI 53206
(414) 263-0664 (work)
(414) 444-8340 (home)

Wisconsin State School Health Council
Ken Wagner, president
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-3615
1-800-441-4563

Wisconsin Vocational Association
Norm Kennedy, president
518 Potomac Lane
Madison, WI 53719
(608) 833-5858

Cooperative Educational Service Agencies (CESAs)

CESA 1
2930 Root River Parkway
West Allis, WI 53227
(414) 546-3000

CESA 2
530 E. High Street
Milton, WI 53563
(608) 758-6232

CESA 3
1300 Industrial Drive
Fennimore, WI 53809
(608) 822-3276

CESA 4
1855 E. Main Street
Onalaska, WI 54650
(608) 785-9364

CESA 5
626 E. Slifer Street
Portage, WI 53901
(608) 742-8811

CESA 6
2300 State Road 44
Oshkosh, WI 54904
(920) 233-2372

CESA 7
595 Baeten Road
Green Bay, WI 54303
(920) 492-5960

CESA 8
223 W. Park Street
Gillett, WI 54124
(920) 855-2114

CESA 9
328 N. 4th Street
Tomahawk, WI 54487
(715) 453-2141

CESA 10
725 W. Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

CESA 11
225 Ostermann Drive
Turtle Lake, WI 54889-9011
(715) 986-2020

CESA 12
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363

Wisconsin Counseling Association Divisions

American Rehabilitation Counseling Association of Wisconsin
Jana Frey
108 S. Webster Street
Madison, WI 53703
(608) 266-2567 (work)
(608) 831-7748 (home)

Wisconsin Association for Adult Development and Aging
Phyllis Lardinois
12308 W. Diane Drive
Wauwatosa, WI 53226
(414) 774-9204
(414) 521-8076 or 521-8007 (work)

Wisconsin Association for Counselor Education and Supervision
David Van Doren
Department of Counselor Education
Winther Hall 6035
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1035

Wisconsin Career Development Association
Kathy Sprester
N54 W3365 Terrace Drive
Nashota, WI 53508
(414) 367-7321 (home)

Wisconsin Employment Counselor Association
1100 S. Matthias Street
Appleton, WI 54915
(920) 832-5300 (work)
(920) 731-5515

Wisconsin Mental Health Counselors Association
Karen Woelfel
3875 S. Woelfel Road
New Berlin, WI 53146
(414) 544-6334

Wisconsin Counseling Association Chapters

East Central Wisconsin ACD
Marj Colavetti
3045 W. Mathison
Appleton, WI 54915
(920) 735-0936 (home)
(920) 361-6114 (work)

Central Wisconsin ACD
Cathy M. Rocco
408 Acorn Street
Stevens Point, WI 54481
(715) 341-3199 (home)
(715) 445-2411 (work)

Milwaukee Counselors Association
Tanya Malacinski
6341 W. Lakefield Drive, No. 6
Milwaukee, WI 53219
(414) 329-9040

Milwaukee Suburban Guidance Association
Barb Traczek
J.E. Jones School
5845 S. Swift Avenue
Cudahy, WI 53110
(414) 769-2375

North Wisconsin Guidance Association
Tom Martin, president
Route 1, Box 215A
Grandview, WI 54839
(715) 763-3146 (home)
(715) 779-5666, ext. 119 (work)

Southeastern Wisconsin ACD
Bob Strifling
2119 23rd Avenue
Kenosha, WI 53140
(414) 551-7574 (home)
(414) 631-7357 (work)

Southwestern Wisconsin ACD
Cheryl Larson
Cuba City Elementary School
Cuba City, WI 53807
(608) 744-2174

West Central Wisconsin ACD
Kelly and Wayne Curtis
2040 200th Street
New Richmond, WI 54017
(715) 246-4863

Wisconsin School Counselor Education Approved Programs

Concordia University
Department of Psychology
12800 N. Lake Shore Drive
Mequon, WI 53097-2402
(414) 243-5700

Marquette University
Counselor Education Program
School of Education
Schroeder Complex
P.O. Box 1881
Milwaukee, WI 53201-1881
(414) 288-7376

University of Wisconsin-Madison
Department of Counseling Psychology
321 Education Building, Box 56
1000 Bascom Mall
Madison, WI 53706
(608) 262-0461

University of Wisconsin-Milwaukee
Department of Education Psychology Counselor Education Area
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4767

University of Wisconsin-Oshkosh
Department of Counselor Education
Oshkosh, WI 54901
(920) 424-1475

University of Wisconsin-Platteville
Counselor Education Program
428 Warner Hall
Platteville, WI 53818
(608) 342-1252

University of Wisconsin-River Falls
College of Education
Department of Counseling and School Psychology
410 S. Third Street
River Falls, WI 54022
(715) 425-3889

University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-2678

University of Wisconsin-Superior
Counselor Education Department
McCaskill Hall, Room 111
Superior, WI 54880
(715) 394-8009

University of Wisconsin-Whitewater
Department of Counselor Education
Winther Hall 6035
Whitewater, WI 53190
(414) 472-5426

Minnesota School Counselor Education Approved Programs

(included because of reciprocal agreement)

Winona State University
Counselor Education Department
Winona, MN 55987
(507) 457-5335

WSU-Rochester Center
Counselor Education Department
859 30th Avenue Southeast
Rochester, MN 55904
(507) 285-5336

National Organizations

American College Testing (ACT)
2201 N. Dodge Street
P.O. Box 168
Iowa City, IA 52243
(319) 337-1079

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
(703) 823-9800

American School Counselor Association (ASCA)
801 North Fairfax Street, Suite 310
Alexandria, VA 22314
(703) 683-2722

American Vocational Association (AVA)
Center for Law and Education
The Rindge School of Technical Arts
1875 Connecticut Avenue, NW, Suite 510
Washington, DC 20009
(202) 986-3000

Department of Education
Office of Civil Rights (OCR)
400 Maryland Avenue, SW
Room 5000, Switzer Building
Washington, DC 20202

National Alliance of Business
1201 New York Avenue, NW, Suite 700
Washington, DC 20005-6143
(202) 289-2888

National Association of Elementary School Principals
Samuel Sava, executive director
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

National Association of Independent Schools
Peter Relic, president
1620 L Street NW
Washington, DC 20036-5605
(202) 973-9700

National Association of State Boards of Education (NASBE)
1012 Cameron Street
Alexandria, VA 22134
(703) 684-4000

National Center for Research in Vocational Education (NCRVE)
2030 Addison Street, Suite 500
Berkeley, CA 94720-1674
1-800-762-4093

National Community Education Association
Starla Jewell-Kelly, executive director
3929 Old Lee Hwy Suite 91-A
Fairfax, VA 22030
(703) 359-8973
http://www.ncea@ncea.com

National Education Association
Don Cameron, executive director
1201 16th Street, NW
Washington, DC 20036
(202) 833-4000

National Federation of State High School Associations
Robert F. Kanaby, executive director
11724 Plaza Circle
P.O. Box 20626
Kansas City, MO 64195-0626
(816) 464-5400

National Middle School Association
Sue Swaim, executive director
2600 Corporate Exchange Drive, Suite 370
Columbus, OH 43231-1672
(614) 895-4730
1-800-528-6672

National Occupational Information Coordinating Committee (NOICC)
2100 M Street, NW, Suite 156
Washington, DC 20037
(202) 653-5665

National School Boards Association
Anne L. Bryant, executive director
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722
abryant@nsba.org
http://www.nsba.org

National School Public Relations Association
Rich Bagin, executive director
1501 Lee Highway, Suite 201
Arlington, VA 22209
(703) 528-5840
(703) 528-7017

North Central Regional Educational Laboratory
Jeri Nowakowski, executive director
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
(603) 571-4700
http://www.ncrel.org

U.S. Department of Education
G. Mario Moreno, assistant secretary
Interagency and Intergovern AF
600 Independence Avenue, SW
Washington, DC 20202
(202) 401-0404

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